

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:	Rochester/ZED
Total Award Budget:	\$739,792.37

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.

Blooming Prairie Public Schools	
Byron Public Schools	
Hayfield Community Schools	
Kasson-Mantorville Public Schools	
Pine Island Public Schools	
Rochester Public Schools	
Stewartville Public Schools	
Triton Public Schools	
Zumbro Education District	
Rochester Community & Technical College	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS (at the Career Pathway level)	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	Notes
Production	Both	Y	Y	Y	262	16	
Network Systems	Both	Y	Y	Y	21	56	
Therapeutic Services	Both	Y	Y	Y	66	291	Secondary: This number is low compared to class enrollment. We will need to look at coding.
Diagnostic Services	Funding	Y	Y	Y		47	
Early Childhood Development and Services	Funding	N	Y	Y	134	3	
Teaching Training	S-R	Y	Y	Y	1	20	Secondary: This number is low compared to class enrollment. We will need

POS (at the Career Pathway level)	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	Notes
							to look a
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	0	18	
Accounting	S-R	Y	Y	Y	450	36	
Construction	Both	Y	Y	Y	196	45	
Agribusiness Systems	Funding	Y	Y	Y		22	
Animal Systems	Funding	Y	Y	Y	181	34	
Restaurants and Food Beverage Services	Both	N	Y	Y	0	11	Secondary: This appears to be a coding issue. Maybe names of courses are incorrect.
Travel and Tourism	Funding	N	Y	Y	0	11	This is an upcoming program.
Law Enforcement Services	Funding	Y	Y	Y	0	3067	
Emergency and Fire Management Services	Funding	Y	Y	Y	0	14	Secondary: Two schools are contracting with Riverland. But apparently coding is an issue.
Engineering and Technology	Funding	Y	Y	Y	30	15	
POS Name							

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: Expanding on and/or adding Programming	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY: All Programs: Based on the findings from the MDE Approved Programs of Study Database, it's apparent that there's a need to align course names across the consortium with TABLE C to ensure accurate coding of participants and concentrators.</p> <p>Health Science We further leveraged the MDE Approved Program of Study Database to create a comprehensive consortium-wide Program of Study spreadsheet, detailing the programs operating within the districts. This enabled us to cross-reference the programming across districts, facilitating the identification of strengths as well as areas requiring improvement. Through analysis of districts, programs, pathways, participants and concentrators, as well as licensed teachers, we identified areas requiring attention. Notably, healthcare emerged as a significant need in our region, particularly with the Mayo Clinic's five-billion-dollar expansion. However, our current programs only have one school offering this pathway, and while some districts provide fragments of a health science program, none are comprehensive.</p> <p>To further explore this gap, we organized a HealthCare Summit on January 23, 2024, bringing together districts, post-secondary partners, and Minnesota Department of Education Health Science Specialists to brainstorm solutions to develop and implement more health sciences pathways. A current barrier exists in the shortage of licensed teachers, along with approved programs.</p> <p>RPS has observed a rising demand from students for Health Science offerings but has been unable to fully meet the needs due to constraints in space, staffing, and funding.</p> <p>Hospitality: Another gap that warrants exploration is the hospitality and marketing pathway. Family and Consumer Sciences is a robust concentrator pathway within our program. However, while there has been a strong emphasis on culinary studies, the hospitality pathway remains largely unexplored. With the anticipated dramatic growth in hospitality and tourism in our region over the next five years due to the Mayo expansion, it is imperative that we address this need. Currently, we do not offer any secondary programs that cater to this industry.</p> <p>Manufacturing: Furthermore, the manufacturing industry is a continual area of growth. Through our CLNA</p>					

work group, the engineering, manufacturing and transportation pathways were heavily favored as priority pathways, with over 50% more responses than any other pathway. Engineering and manufacturing pathways are well represented, while transportation remains an area of need, particularly with the absence of auto body programs and limited availability of auto mechanics programs across the region.

Information Technology:

Computer science is a growing pathway both statewide and within our region, with IBM and Mayo Clinic playing a pivotal role, particularly for RPS. Our Comprehensive Local Needs Assessment (CLNA) highlighted the presence of some computer science courses; however, there is a notable scarcity of robust pathways within the consortium. With the implementation of new state standards, some schools are beginning to establish the computer science pathway, and Perkins funding can play a supportive role in bolstering these programs.

CTECH:

The Career and Technical Education Center at the Heintz Center is a specialized program that offers students exposure to multiple pathways with industry connections. We need to continue to fund professional development for staff, upgrades to equipment and career exploration to maintain alignment with industry standards.

POST-SECONDARY:

At the Post-Secondary level we currently have many programs. The gap is in supporting area teachers to be informed of the programs and students understanding the local opportunities available to them. The Post-Secondary program in need for the Rochester region has been Cyber Security.

All Programs of Study are supported by Labor market data, Advisory Board recommendations, and Employer Feedback.

2. Strategies to address need:

SECONDARY:

1. Perkins funds may be used for professional development time for curriculum development to build these programs, as well as funds used for acquisition of necessary equipment.
 - a. Funding in Narrative 8.
 - b. Funding in Narrative 11.
2. One strategy to offset the constraints is strengthening our partnership with Mayo Clinic. We will continue to explore methods to meet the rising demand.
3. RPS will be piloting a Phlebotomy program in collaboration with Mayo Clinic for the 2024-25 school year. This initiative marks the initial phase of a broader partnership aimed at providing expanded pathway opportunities for students to address the growing requirements in the healthcare workforce. Leveraging the Mayo Clinic partnership presents a promising avenue to address the demands of the pathway.
4. Offer financial support for startup costs associated with these programs.
 - a. Funding in Narrative 11.
5. Offer financial support for current CTSO's programming to be expanded.
 - a. Funding in Narrative 11.
6. Career exploration activities will be facilitated to support both students and educators in exploring various pathways and opportunities.
7. Cover expenses for professionals to attend conferences focused on understanding best practices for running successful programs.
 - a. Funding in Narrative 8

POST-SECONDARY:

8. RCTC Faculty/staff will attend area career exploration events to promote RCTC CTE programs.
 - a. Funding in Narrative 2.
9. CTE specific marketing will be implemented by the RCTC Marketing team.
 - a. Funding in Narrative 5.
10. To enhance student retention and completion rates, bolster career readiness, and foster skills development, we have decided to explore and establish a SkillsUSA chapter at RCTC. Initially, our focus will be on Auto Service, Carpentry, CAD, Facility and Service Technology, and Welding programs. There will be opportunities to expand into additional programs in the future. This initiative aims to provide students with valuable hands-on experiences, opportunities for competition, and professional development within their chosen fields.
 - a. Funding in Narrative 2.
11. Students and faculty will attend the statewide competition in April 2025.
 - a. Funding in Narrative 2.

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

SECONDARY:

1. Program Approvals will be completed to reflect the addition of new offerings in the districts.
2. Participants and concentrators will be coded correctly to align with program offerings.
3. New CTSO's will be developed.
4. Current CTSO's will be strengthened.
5. Student interest data from College and Career Readiness platforms will help drive programming.

POST-SECONDARY:

6. Event tracking spreadsheet will be maintained for RCTC faculty/staff.
7. Funds will have been spent on marketing and recruitment activities.
8. Student results will be available from the statewide competition in April 2025.
9. 1P1 Student Retention and Placement will increase .25% for GY5 (2025)

NEED B: Non-Trad Students

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
	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECONDARY:

The enrollment of non-traditional students decreased by 5% during this period. This decline can be attributed to various COVID-related factors, including the limited interaction between students and counselors due to remote learning. The promotion of Career and Technical Education (CTE) courses was hindered by the online format, which made it difficult to engage non-traditional students effectively into programming. Concentrators also went down as with the COVID year as students were not participating in the CTE courses online. Additionally, opportunities for career exploration and exposure were curtailed, with canceled bus tours to businesses and restrictions on guest speakers in school buildings and classrooms. Career exploration, exposure and postsecondary preparation work in the past several years was also impacted by the increased focus on meeting basic needs, and supporting increased mental health demands. This impacted school counselor work in addition to school staff across the board.

POST-SECONDARY:

Non-traditional student enrollment continues to fall below the baseline and displays a persistent downward trend. Conducting a comprehensive analysis of the data is crucial to pinpoint specific areas needing attention.

Upon initial examination, the State Determined Performance Level for Grant Year 3 was 15.28%, with the actual Performance Percentage slightly higher at 15.35%. However, this marks a decline compared to Year 2 (17.05%) and Year 1 (17.45%). It is imperative to delve into the root causes of this decline to enact tailored strategies for improvement.

2. Strategies to address need:

SECONDARY:

1. We will educate counselors to encourage students to sign up.
2. We will support career exploration activities (potentially through bussing to events) for students to become interested in other pathways.
 - a. Funding in Narrative 2

POST-SECONDARY:

1. In-depth discussions and review of data with Institutional Research staff to explore potential reasons for decline.
 - a. Funding in Narrative 10 under salaries.

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

1. We will see an increased number of non-trad students in programs.

POST-SECONDARY:

1. Gaps will be clarified and can be addressed in FY26. Two possible explanations for decline will be identified.

NEED C: Specialized Programming	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
	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECONDARY:

A significant revelation is that the ZED Alternative Learning Center (ALC) currently provides only one operational approved program of study, Work-Based Learning. Over the past two years, our efforts have been focused on determining what offerings could be implemented to provide students with comprehensive programming. To address this deficiency, we recently introduced approved programs of study for Family and Consumer Sciences (FCS) and Agriculture, Food, and Natural Resources (AFNR) for the latter part of the school year. However, these programs require enhancements in both curriculum and equipment. By addressing these needs, our aim is to enhance the size, diversity, and quality of pathways available to the students enrolled at this institution.

POST-SECONDARY:

Post-Secondary has an established and nationally recognized partnership with Hawthorne Education Center (ABE), Workforce Development Inc, United Way of Olmsted County, and Mayo Clinic in the Bridges to College and Careers - Bridges to Healthcare project which currently has three direct pathways: 1) Healthcare Career, 2) Administrative Office Professional Career, and 3) Early Childhood and Elementary Education Career. Current industry certifications offered at ABE are Adult CPR/AED and Certified Nursing Assistant. This partnership continues to be needed in the region and will continue to be supported. Further work is needed in building relationships with the Rochester Public Schools Alternative Learning Center. There is potential to explore partnerships with the Carpentry program at the ALC.

2. Strategies to address need:

SECONDARY:

- 1. Professional development opportunities and equipment will be provided to enhance the programming at this learning center.
 - a. Funding in Narratives 5 and 8.
- 2. Program Approvals will be completed as pathways are developed and implemented.

POST-SECONDARY:

- 1. CTE Dean will develop a relationship with the RPS ALC Carpentry program. Concurrent Enrollment options will be explored.
 - a. No funding.
- 2. Support Articulated College Credit Agreements
 - a. Funding in Narrative 10 under salaries.

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

SECONDARY:

- 1. More pathways will be offered at this site.
- 2. Students will be enrolled in the programming to be counted as participants and concentrators.

POST-SECONDARY:

- 3. If it is determined that further development is appropriate, courses will be aligned and potential contracts in place for concurrent enrollment.
- 4. If Concurrent Enrollment is not developed, students will be enrolled in Articulated College Credit.

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

SECONDARY:

A critical component in building effective programs of study is Career Exploration. Students benefit greatly from opportunities to explore various career paths through activities such as industry tours, job fairs, and online resources. Engaging in career exploration allows students to gain firsthand insight into different professions, helping them identify a career path that aligns with their interests, skills, and aspirations. By providing avenues for career exploration, students can develop a comprehensive understanding of potential career options and envision themselves thriving in their chosen field. Increasing awareness of available programs will also contribute to the growth of program participants and concentrators.

RPS has identified career exposure and exploration as a priority across the k-12 system. In the 2022-23 school year, the district had a team of counselors, administrators, and community partners examine current practices in the district, model programs, and student and parent input through the co-design process. As a result the district selected a college & career readiness platform (Xello) that will be implemented district wide starting in the 2024-25 school year. During the 2023-24 year the district is realigning the role of the counselors to increase support of postsecondary readiness including career exploration k-12, providing staff development to counselors to support the work, and bringing k-12 counselors together with teachers to write a cohesive curriculum that will support the resources Xello provides and ensures that all RPS students receive a consistent postsecondary readiness program that has a strong foundation in student-identity, self-discovery and career exposure, and exploration.

POST-SECONDARY:

As stated above, it is critical to continue career exploration opportunities for students. There is a need for RCTC faculty and staff to participate in regional events and host events on campus to meet the needs of the region. There are current partnerships that have needs to continue the annual events and there is a need to explore new opportunities and partnerships in the region.

2. Strategies to address need:

SECONDARY:

- 1. Providing funding for transportation for districts to facilitate field trips and attend career events like STEAM and the Cannon Falls Career Fair.
 - a. Funding in Narrative 2.
- 2. Providing professional development opportunities for teachers and counselors to integrate career exploration into their curriculum.
 - a. Funding in Narrative 8.

POST-SECONDARY:

- 1. Providing funding for transportation for career exploration events.
 - a. Funding under Narrative 2.
- 2. Providing funding for faculty stipends for events outside of faculty contract.
 - a. Funding under Narrative 2.

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

SECONDARY:

- 1. Funding will be spent on transportation to career exploration events.
 - a. Funding in Narrative 2.
- 2. We will have student metrics on who attends the events.
- 3. Data from Xello (CCR Platform for RPS) will show levels of career exploration and interest in CTE pathways.

POST-SECONDARY:

- 4. More students are introduced to CTE programs and opportunities.
- 5. Event tracking spreadsheet will be maintained for RCTC faculty/staff.

NEED E: Equipment Improvement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY: Numerous CTE programs face challenges due to the absence of crucial equipment or the presence of outdated equipment. This holds true across various industries and is not limited to any particular discipline. Industry partners have been guiding us to what equipment gaps we need to address.</p> <p>POST-SECONDARY: Several programs have been utilizing outdated technology and equipment not up to industry standards for decades. Advisory Board members continue to stress the need at Advisory Board meetings to improve equipment in labs to match what is being used currently in industry. We will be launching a new Cyber Security Program that will need equipment to match industry level equipment.</p> <p>The FAST program has been operating a Boiler from the 1970's. At the spring 2024 Advisory meeting, an industry partner shared information about trends with Boilers and there is a need to upgrade the equipment in the FAST lab to match what is being used out in the industry. (Jeannie will add more here after connecting with Connor Lebrecht from the FAST Advisory committee.)</p> <ul style="list-style-type: none"> ○ Feedback from industry partners is that the need is so high for these individuals and not enough qualified applicants so, they have been lowering their criteria for employment. They prefer students with a completed two year degree in FAST (Facility and Service Technology) but have been hiring with one year completed in the program and one year experience in the field. ○ Because the program covers multiple industries, the graduates are highly sought after. They are trained in Electricity, Plumbing, Heating, Refrigeration, Boiler operation and much more. The jobs in these industries all have projected growth of 2% or more according to O*Net. U.S. Bureau of Labor Statistics shows a growth rate of 2.3%-6.5% for the next 10 years for the varying roles that a FAST graduate could seek. According to the Workforce Trends report provided by RealTime Talent in December 2023 the Maintenance of Building job openings for SE MN is 1.4%. ○ The need is so high for these individuals, the college currently accepts a new cohort of students every fall and spring where most CTE programs only admit new students in the fall. So, we have the potential to enroll 26 students per semester. The number provided by Robb Lowe for concentrators in "Building/Property Maintenance" which includes only students in our FAST (Facility and Service Technology) program was 29. We average around that 29 per year. There was a dip during COVID years but, we have rebounded and have 20 students registered for fall with another month yet for more students to register. ○ RCTC Interim CTE Dean, Matt Durand, will be working closely with the VP Facilities and Finance to align the FAST Boiler purchase with a new Boiler purchase for the Heintz Center. That way students will have training on the FAST program Boiler that is not able to be attached completely to systems. Then, the students can observe the operating boiler being used in the building to see full application of systems. <p>There is a need to upgrade the fleet of vehicles for the Peace Officer Program. The program has been training students in Crown Victorias and Sedan's. While these were the premier vehicle at one time,</p>					

over the last ten years most agencies at the state, county and city level have transitioned to using Sport Utility Vehicles (SUVs). We currently have zero SUVs in the college training fleet and need to incorporate a few at a time to eventually turn the fleet over completely in the next 3-5 years. As Ken Wickelgren, Skills Program Coordinator, stated, "90% of patrol cars are SUVs and we are training out of class. We need to keep up with the industry."

- We have been working with the Fleet Manager from MN State Patrol, Brittany Johnson. I reached out to her to clarify for your questions.
 - From Brittany Johnson:
 - The condition will be operational. Once we determine what vehicles they are interested in, they are welcome to come see them before purchasing.
 - I always have our vendor make sure there are no warning lights on the dash, and that the tires are aired up, and the vehicle is ready to drive. I cannot guarantee anything after that point, as they are used vehicles and we do not offer warranties of any sort.
- Once the vehicles are received, the maintenance is handled by our Peace Officer Program Lab Assistant. He works closely with our Automotive Technician program faculty to have the vehicles maintained.

2. Strategies to address need:

SECONDARY:

1. Industry recommended equipment purchases will be made. We will support equipment purchases in the following pathway.
 - a. Health Science Careers
 - b. Manufacturing
 - c. Auto/Transportation
 - d. Engineering
 - e. Hospitality/Culinary
 - i. Funding Narrative 2.

POST-SECONDARY:

1. Review advisory committee minutes and 5-year equipment plans to determine needs.
 - a. Funding in Narrative 10 under salaries.

2. Explore and support additional opportunities for program equipment updates and technologies to booster programs of study. Examples of need are:
 - a. FAST (Facility and Service Technology)
 - i. Boiler
 - b. Peace Officer
 - i. State Surplus SUV Vehicles
 - c. Surgical Technology
 - i. Electric OR beds
 - d. EMT
 - i. Simulation Equipment
 - ii. CPR Adults in varying skin tones with advanced feedback technology
 - e. Vet Tech
 - i. Dental Machines
 - f. Nursing
 - i. Pyxis support
 - g. Funding under Narrative 2.

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

- CONSORTIUM WIDE:**
1. Equipment will be purchased and received by June 30, 2025.
 2. Equipment will be noted on the Equipment Inventory List for the state.

NEED F: Healthcare and Hospitality growth impact on other industries	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY:</p> <p>Healthcare Programming Through our comprehensive analysis, we have identified several gaps in the region's educational offerings. One prominent gap is in the field of health sciences, where our current programming falls short in adequately preparing students for careers in this sector. Given the significant demand for skilled healthcare professionals, it is imperative that we bolster our programming in this area to better serve our students and meet the needs of the community.</p> <p>Hospitality Programming Furthermore, with the anticipated growth in the hospitality industry, it is essential that we proactively support the establishment of programs in this field. Currently, there are no offerings for courses in marketing specific to hospitality, despite the promising outlook for this sector. By investing in and fostering the development of such programs, we can equip students with the skills and knowledge needed to succeed in this rapidly expanding industry.</p>					

Built Environment

Both the health sciences and hospitality programs will have significant ripple effects across various sectors, including machine maintenance, building services, construction, electrical work, and plumbing. To meet the demands of these industries, we must provide swift and targeted training to prepare students for entry into these fields. By equipping students with the necessary skills and knowledge, we can ensure they are well-positioned to contribute to the construction and maintenance of projects in these sectors.

All Sectors

The growth in healthcare will have a ripple effect, impacting numerous other sectors. Examples include: increased demand for additional childcare services, advancements in manufacturing to support medical equipment production, transportation logistics for healthcare supplies, government and public administration adapting policies and regulations, innovations in food production and processing systems to meet dietary needs, and enhanced entertainment offerings catering to healthcare-related content and leisure activities.

POST-SECONDARY:

As stated in Element 2 Need A the gap on the Post-Secondary level is in supporting area teachers to be informed of the programs and students understanding the local opportunities available to them.

While the nursing program at RCTC continues to be a well known program it is imperative that we strengthen the knowledge for teachers and students around the opportunities for programs that are highly needed to support the healthcare sector in the Rochester region.

2. Strategies to address need:

SECONDARY:

- 1. Support program expansions with any curriculum development time necessary to build the pathway.
- 2. Assist with purchasing any necessary equipment for program expansion.
 - a. Funding in Narrative 2.

POST-SECONDARY:

- 1. RCTC Faculty/staff will attend area career exploration events to promote RCTC CTE programs.
 - a. Funding in Narrative 2.
- 2. CTE specific marketing will be implemented by the RCTC Marketing team.
 - a. Funding in Narrative 5.

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

SECONDARY:

- 1. Funds may be spent on professional development and/or equipment.
- 2. There will be an increase in CTE enrollment in secondary programming.

POST-SECONDARY:

- 3. Event tracking spreadsheet will be maintained for RCTC faculty/staff.
- 4. Funds will have been spent on marketing and recruitment activities.
- 5. There will be an increase in CTE enrollment at RCTC.
- 6. New student survey results will increase in percent on how they heard about RCTC through Marketing materials.

NEED G: Teacher Licensure	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

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<p>SECONDARY: Licensed teachers are in high demand within our consortium. In the last two years, Perkins funding has been allocated towards addressing this need through collaboration with the Lakes Country Coop Alternative Teacher Licensure program, resulting in some teachers obtaining licensure. However, the demand for licensed teachers remains significant as we found when creating our consortium Program of Study spreadsheet. To further address this pressing issue, in January 2024, we initiated a partnership with the Southeast Service Coop to assist with teacher licensing costs utilizing MDE's Career and Technical Education Grant. This collaborative effort aims to bolster the pool of licensed teachers within our consortium and better meet the educational needs of our students. Pekins will provide support to these teachers by arranging substitutes so they can take the necessary time off to focus on fulfilling their licensure requirements.</p> <p>POST-SECONDARY: N/A</p>
<p>2. Strategies to address need:</p>
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Perkins leaders will aid in coordinating teachers to participate in vital training sessions. 2. We will support teachers with subs to be able to attend the trainings.
<p>3. Measurable Outcomes (report results in next APR):</p>
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. There will be an increase of teachers licensed in their CTE content area.

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

We will encourage directors of ALC programs to attend our Counselor Day where we will educate on the inclusion of special populations in their CTE course offerings. At the Secondary level, we have new programs of health sciences, information technology, and hospitality management.

With the additional funding provided by POS at the Cluster level, we have incorporated five additional POS into our programs. One of these POS was funded during the 2022-2023 school year.

The one we are bringing back is:

1. Emergency and Fire Management Services

Through further review as a team, we determined four additional POS would be added on the funding tab based on course in the consortia and POS to be further developed.

1. Programming and Software Development
2. Diagnostic Services
3. Travel and Tourism
4. Engineering and Technology

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: Career Exploration	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>CONSORTIUM WIDE: The connection between Perkins V and WIOA lies in their shared goals of preparing individuals for success in the workforce. Both laws emphasize the importance of aligning education and training programs with the needs of employers and the in-demand jobs of the local labor market. We work closely to align programs, services, and funding streams. By coordinating efforts and resources, Perkins V and WIOA seek to ensure that individuals have access to high-quality education and training opportunities that lead to meaningful employment and career advancement. Additionally, both laws promote the development of partnerships between educational institutions, workforce development agencies, employers, and other stakeholders to maximize the effectiveness of workforce development efforts. We need to continue to work on partnerships locally.</p> <p>In the city of Rochester, BIPOC women make up 13 percent of the population, yet fill less than 1 percent of available construction jobs. Where traditional workforce development models fail to address the types of conflicts anticipated when integrating BIPOC women into white-male dominated workplaces. The city is engaging BIPOC women, employers, and labor associations to design pathways for increased participation in Rochester’s growing construction industry, by focusing on education, training, hiring, and work-culture interventions.</p> <p>https://bloombergcities.jhu.edu/mayors-challenge/2022/rochester-minn-usa</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>2. Strategies to address need:</p>					
<p>CONSORTIUM WIDE:</p> <ol style="list-style-type: none"> 1. Quarterly collaborative meetings will be held for WDI, Perkins, and regional partners to ensure alignment of programming and funding integration. 2. Develop a hub of resources about the funding models and programming options. 3. Work closely with WDI to align programs, services, and funding streams. 4. Participate in WDI WIOA regional collaboration committee. 5. Collaborate with WDI Career Navigator-Built Environment staff to support enrollment of BIPOC women in the Carpentry and other built environment programs. 					
<p>3. Measurable Outcomes (report results in next APR):</p>					

CONSORTIUM WIDE::

1. Perkins Leaders will be able to share about WDI and other agency opportunities.
2. Joint meetings will be tracked on the Activity Tracker for attendance.

POST-SECONDARY:

1. Increased enrollment of BIPOC women in the built environment trade programs.

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

Our consortium is a part of the One-Stop delivery system (Workforce Development, Perkins, Service Coops, DVR) with quarterly meetings and collaboration. Part of these One-Stop meetings are to discuss how we are working together and where our programming overlaps with one another. These meetings focus on DEED in-demand data and educational programming that supports those pathways. Perkins connects with DVR for referrals and assistance to help with job placements and Pre ETS.

Career Central: an enhanced partnership between RCTC and Workforce Development, Inc. (WDI) to provide career services to our students and regional employers. Career counseling includes: personal career planning and counseling, career publications, career assessments, course selection, and transfer planning and resources. Students have access to nationwide job postings, job search skills development, resume and cover letter writing, interview preparation, life skills training, clothes closet, and young adult services (i.e. career exploration, mentoring, and time management).

TRIO Student Support Services (SSS) is in The Academic Support Center in the Student Services building, room 159. TRIO is funded by a federal grant through the U.S. Department of Education. TRIO SSS serves 250 students per year. To apply for TRIO Student Support Services an applicant must be a United States citizen or permanent resident alien and:

1. Are first-generation (neither parent has a four-year college degree) or
2. Are low-income (have financial needs and meet federal low-income guidelines) or
3. Have a documented disability on file with Disability Services
4. Have a need for academic support

RCTC Student Success Day: a non-instructional day in which the college offers a variety of topics and workshops to inform students of the resources and support available.

Bridges to College and Careers - Bridges to Healthcare: an established and nationally recognized partnership with Hawthorne Education Center (ABE), Workforce Development Inc., United Way of Olmsted County, and Mayo Clinic. Bridges currently has three direct pathways: 1) Healthcare Career, 2) Administrative Office Professional Career, and 3) Early Childhood and Elementary Education Career. This partnership has discussed the need to add more pathways. Current industry certifications offered at ABE are Adult CPR/AED and Certified Nursing Assistant.

Intercultural Mutual Assistance Association: IMAA builds bridges between cultures to provide diversity, equity, and inclusion training as well as translation services. Post-secondary will contract with IMAA to provide translation services for inclusive marketing and program informational materials.

Career Connected Learning Specialist: these positions are staffed out of the Southeast Service Cooperative to work directly with consortium and regional secondary schools to identify and secure professional development, equipment, and industry connections related to career pathways. Additionally the platform of FutureForward™ can act as a connector for educators, students and businesses. It is free to use and very accessible for both education and businesses.

Middle School Summer Career Academy: This planned event will provide a four-day long exploration into eight pathways that are in-demand, high wage careers for students entering 7th and 8th grade. We will offer it to 400 students running two sessions per day with 25 students per session. Students will remain in their chosen pathway the entirety of the week. We will likely work with Workforce Development, Inc or other agencies on in-kind contributions.

STEAM Summit and Mayo Clinic Health Careers Expo -The consortium will continue to support this event by providing substitutes for teachers and transportation for students in both middle school and high school in a variety of pathways as a career exploration activity. Consortium Leaders also support the event by participating as exhibitors.

Our consortium leadership participates in a number of local workforce development agencies, including but not limited to, Cradle2Career, CTEam, DEED, CEDA, Vocational Rehab, Diversity Council, Mayo Clinic Human Resources Department, and Workforce Development Inc.

Manufacturing Month: Similar to other communities we would like to build a career exploration experience that is robust with involvement across industry, education, chamber, WDI and other organizations. Fall 2022, a career navigator piloted an experience that was scheduled in collaboration with the Construct Tomorrow event that was held in Rochester. The PS Perkins leader learned of the event and added RCTC as a visit for tours. Tours will continue into the Fall 2024.

HOSA/Discovering Healthcare: Piloted in January 2023, the regional winter HOSA competition held at RCTC Heintz Center was scheduled in collaboration with a new healthcare exploration event. The intent was for area schools to bring students to learn about high wage, high skilled,

in demand healthcare careers in the region and to learn about the HOSA student organization. The next event is scheduled for January 2025.

Welding Competition: The Southeast Minnesota Welding Competition is available to high school students in SE Minnesota who have taken welding courses and are interested in pursuing a career in welding, manufacturing, or the trades. The event will consist of three main parts: The Welding Competition, A Career Fair, and an opportunity for businesses, schools, and students to network and develop relationships to better the industries of welding, manufacturing, and the trades in Southeast Minnesota. The SE MN Welding Competition was held at the RCTC Heintz Center in Rochester on Tuesday, April 29, 2024. More information can be found at Southeast Minnesota Welding Competition (semnwelding.com).

Bloomberg Partnership Pilot: Rochester Public Schools is partnering with the City of Rochester on the Bloomberg Global Mayors Challenge Grant Award project implementation. The grant is focused on increasing representation of BIPOC women in built environment careers. A co-design group of students and staff recommended more exposure to “hidden careers” and more connection between content in high school classes and possible careers. In the 23-24 school year there was a pilot project of a week-long experience that exposed students to career options in the built environment as well as entrepreneurial, business and marketing. This project was embedded in the economics class at John Marshall HS, which is a high school graduation requirement class. The pilot was co-planned by industry partners and teachers in the content area. This Spring we will review the results and feedback to determine next steps.

Cannon Falls Career Fair: Perkins collaborated with the Southeast Service Coop and the Career-Connected Learning Specialists to organize an event at the Cannon Falls Field House, which brought together over 100 businesses and professionals to showcase various career pathways. Thirteen schools, totaling over 1400 high school students, had the opportunity to explore these pathways through discussions and hands-on learning experiences including Interactive exhibits ranging from virtual reality machines to vein mapping, and nail and screw races. This event is an integral part of career exploration for the entire region, as it not only attracts numerous businesses but is also tailored to the RPS/ZED Region (and north). Some metrics 80% of students surveyed feel they are currently in the process of exploring what they are interested in. 45% of students want more information on both internships and mentorships and almost 50% want to get exposed to more careers and 22% want to get more hands-on experiences. 59% of students want one-on-one support in resumes or cover letters or both.

Workforce Center Collaboration

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

Workforce Center Collaboration		Total
1	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers (This amount is budgeted in narrative #11.)	5,000
2	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	7,000
3	Postsecondary Subtotal	12,000
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	3,000
6	Secondary Subtotal	3,000
7	TOTAL	15,000

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 Certifications	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY: We acknowledge the significance of student certifications and their potential impact on their employability. Districts require financial assistance to effectively offer such programming. Providing certifications in high school allows the student to try the skills and show competency before going to work. Employers will acknowledge certifications as these are tangible examples of what the student is capable of. The certifications will act as a milestone for the students in their career pathways.</p> <p>POST-SECONDARY: N/A</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Financial support will be provided to districts for ServSafe certifications to enhance programs and improve students' employability prospects. 2. Financial support will also be offered to districts who provide OSHA 10 training. <ol style="list-style-type: none"> a. Funding in Narrative 2. 					
3. Measurable Outcomes (report results in next APR):					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Students will leave programming with certifications in ServSafe and/or Osha 10. 					

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)

Our consortium is committed to fostering the growth of both academic and technical skills among our students. Our leaders will proactively disseminate industry-standard information and utilize feedback gathered from industry partners during Advisory Meetings to enhance our programs. This feedback will serve as a guiding force in selecting certifications to endorse and offer support for, thereby aligning our offerings with industry needs and enhancing their relevance and effectiveness in education.

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: Increase Enrollment of Underrepresented Student Populations	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>SECONDARY: Mayo Clinic Health Care Professionals of Color mentoring HSC students is currently in development. Initial meetings have been conducted to lay the groundwork for a mentorship program aimed at supporting students from underrepresented populations who are pursuing careers in healthcare. A dedicated group of Mayo Clinic employees is driving this initiative, and discussions have been held with district leadership to outline the program's framework.</p> <p>POST-SECONDARY: 2P1 Earned Recognized Postsecondary Credential performance rate of 33.37% continues to be much lower than the state average of 52.48%. There is a need to understand where the gaps are and if there are certain populations that need additional support.</p> <p>Post-secondary data reveals a notable gap in course completion among men of color. Recognizing this disparity, there is a pressing need to implement support initiatives for this student demographic. In response, the Men of Color Scholars Initiative (MOCSI) was piloted in FY24. MOCSI serves as a mentoring program designed to establish a supportive network both within and outside the college, offering opportunities for the enhancement of personal, academic, and professional skills. The primary objective of MOCSI is to bolster the retention and academic success of underserved, underrepresented, and underprivileged male students.</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. RPS collaboration on a mentorship for Health Science Careers students with Mayo Clinic. 2. The next steps involve engaging with HSC instructors to gather feedback and identify potential student participants. <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 1. MOCSI (Men of Color Scholars Initiative) will be supported for the second year <ol style="list-style-type: none"> a. See Narrative 11 under MOCSI for funding. 					
3. Measurable Outcomes (report results in next APR):					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. The overarching goal is to establish mentor-mentee pairs by the next academic year. 2. Increase in enrollment of students of underrepresented populations in specialized HSC courses. <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 1. Increase the number of students being served. Currently at 20. 					

- 2. Increase average student GPA of students participating in the program.
- 3. Goal to keep the persistence rate above 80% for MOCSI students.

NEED B: Non-Trad students	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"/>

SECONDARY:
 The enrollment of non-traditional students decreased by 5% during the last report period. This decline can be attributed to various COVID-related factors, including the limited interaction between students and counselors due to remote learning. The promotion of Career and Technical Education (CTE) courses was hindered by the online format, which made it difficult to engage non-traditional students effectively into programming. Concentrators also went down as with the COVID year as students were not participating in the CTE courses online. Additionally, opportunities for career exploration and exposure were curtailed, with canceled bus tours to businesses and restrictions on guest speakers in school buildings and classrooms. Career exploration, exposure and postsecondary preparation work in the past several years was also impacted by the increased focus on meeting basic needs and supporting increased mental health demands. This impacted school counselor work in addition to school staff across the board.

RPS has a need to address the underrepresentation of girls/women and girls/women of color in computer science/IT courses. Our current data shows that only 17% of students enrolled in CS/IT courses are girls/women.

POST-SECONDARY:
 Non-traditional student enrollment remains below the baseline and continues to exhibit a downward trend. There is a need to do a deeper dive in the data to determine areas to focus on. After an initial review of the data the State Determined Performance Level for Grant Year 3 was 15.28% and the actual Performance Percentage was 15.35%. This number is down from year 2 (17.05%) and year 1 (17.45%). There is a need to understand why the number is declining.

2. Strategies to address need:

SECONDARY:

- 1. Education provided to counselors and registrars about enrolling students who may have interest in these pathways.
- 2. Bussing will be arranged for districts to transport their students to career exploration programs specifically designed for non-traditional workers in the field.
 - a. Funding in Narrative 2.
- 3. RPS will develop a Computer Science for Equity Mentorship program

POST-SECONDARY:

- 1. In-depth discussions and review of data with Institutional Research staff to explore potential reasons for decline.
 - a. Funding in Narrative 10 under salaries.

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

SECONDARY:

- 1. We will see an increase in the number of girls in Computer Science pathways.

POST-SECONDARY:

- 1. Gaps will be clarified and can be addressed in FY26. **Two possible explanations for decline**

will be identified.

NEED C: Specialized Programming	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>SECONDARY: Alternative Learning students encounter constraints in accessing programming opportunities. Factors such as student enrollment and class sizes contribute to the omission of certain pathways, thereby limiting students' awareness of the complete spectrum of available options. This shortfall impedes Alternative Learning students' capacity to explore diverse pathways, potentially obstructing their educational and career progression. It is imperative to undertake initiatives aimed at broadening and diversifying programming for Alternative Learning students. These efforts are vital to providing equitable access to educational opportunities, enabling students to pursue pathways aligned with their interests and aspirations.</p> <p>POST-SECONDARY: N/A</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Career exploration activities including transportation to events will be supported. <ol style="list-style-type: none"> a. Funding in Narrative 2. 2. Career exploration activities within the CCR platforms of Xello, FutureForward™, MCIS, and Naviance will support these specialized students in their career exploration journey. 3. CTE materials will be marketed to their learning styles. 					
3. Measurable Outcomes (report results in next APR):					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Metrics of students participating in career exploration will be noted. 					

NEED D: Language Translation Services, Marketing and Communications	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>SECONDARY: Analyzing survey data from districts, students, and parents revealed a significant disparity in perceptions regarding equal access to Career and Technical Education (CTE) programs. While districts indicated that CTE programs are well marketed to all students and that access is not an issue, students and parents expressed a different perspective. Many students and parents reported limited familiarity with CTE programs beyond Agriculture, Food, and Natural Resources (AFNR) or Family and Consumer Sciences (FCS). Additionally, some students felt that the scheduling of these courses often conflicted with other classes, and due to school size and class numbers, these courses were only offered at specific times. This disconnect underscores the importance of enhancing communication and accessibility to ensure that all students have equitable opportunities to explore and participate in CTE programs.</p> <p>Upon reviewing the concentrator report, disparities are evident in programs between students from disadvantaged backgrounds and those who are non-disadvantaged. Notably, in the AFNR pathway, animal systems is offered in most schools, yet only 19% of disadvantaged students are enrolled in that course. Similar disparities are observed in the Business pathway, where only 14% of</p>					

disadvantaged students are taking accounting and just 11% are enrolled in business management. Furthermore, in the Transportation pathway, there is a notable disparity among students in special education services, with only 19% of eligible students participating. Similarly, in the Family and Consumer Science program, just 17% of students receiving special education services are enrolled. These findings highlight the need to address disparities and ensure equitable access to educational opportunities for all students.

Exploring different marketing strategies, funding has been previously allocated for the creation of program brochures over the past two years. These brochures aim to highlight various pathways and programs available to students. However, these brochures have not been printed yet, so the need remains.

POST-SECONDARY:

Although we have started a targeted marketing campaign, we realize we have a ways to go to reach all audiences using multiple mediums, including the translation of the messages. The translation of program informational and promotional materials into languages other than English will be necessary to increase access opportunities for all prospective students. We will seek translation services for marketing and program information materials into languages other than English. We also will seek external partnership(s) to reach and engage with many different cultures.

2. Strategies to address need:

SECONDARY:

1. Funds will be allocated to develop program brochures aimed at highlighting various CTE pathways in both print and digital copies.
 - a. Funding in Narrative 5.

POST-SECONDARY:

1. Partner with IMAA to provide translation services.
2. CTE specific marketing will be implemented by the RCTC Marketing team.
 - a. Funding in Narrative 5.

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

SECONDARY:

1. We aim to observe an increase in the number of participants and concentrators in the various pathways.

POST-SECONDARY:

1. Eight documents will be translated into three languages including Spanish, Somali and Arabic by 6/30/2025.
2. Marketing will be completed by 6/30/2025.

NEED E: Equity Review of Programs	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
SECONDARY: N/A					

POST-SECONDARY:

In collaboration with Workforce Development Incorporated, there has been work in the Rochester region to address the gap in females of color in the Built Environment. A Bloomberg grant has been received to support the work and there is a need to weave Perkins time/funding with this work.

The Inclusive Workforce Employer (I-WE) Designation is supported by the Workforce Development Board of Southeast Minnesota and the Winona Workforce Development Board. It was established by the Regional Workforce Alliance of Northwest Minnesota to support and recognize employers who:

- Express a commitment to an inclusive workplace in their stated values, mission or policies.
- Assess how diversity, equity and inclusion influence their work and culture.
- Provide diversity, equity and inclusion education for staff and leadership.
- Allocate resources to support and sustain an inclusive and equitable workplace.

<https://workforcedevelopmentinc.org/programs/i-we-program/>

The work will start with the Carpentry program at RCTC with review of other programs to determine future expansion.

2. Strategies to address need:

POST-SECONDARY:

1. Establish Carpentry I-WE process (completed 2/20/24).
2. Hire consultant to review and assess policy, practice, and procedures that intersect with the Carpentry program for DEIB (Diversity, Equity, Inclusion, and Belonging) best practices. (Summer 2024)
 - a. Funding through braided funds with WDI and Narrative 11.
3. Complete training for faculty/staff. (September/October 2024)
 - a. Funding through braided funds with WDI and Narrative 11.
4. Apply for designation with expected completion date of 1/15/2025.
 - a. Funding through braided funds with WDI and Narrative 11.

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

POST-SECONDARY:

1. Consultant hired by July 1, 2024.
2. Assessment and policy review done by 9/30/2024.
3. Training and policy changes done by 11/31/24.
4. Designation awarded after 1/15/25 application.

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?
 - b. How will you prepare special populations for *high-skill, high-wage, or in-demand* occupations that will lead to self-sufficiency?
 - c. What *new initiatives* will you develop to better prepare CTE participants for non-traditional fields?
 - d. How will you *ensure* members of special populations will not be discriminated against and have equal access to CTE?

Secondary: During our Counselor training, we will provide education to the counselors, invited SPED Coordinators as well as SPED case managers about CTE programming, potential class alignments, and potential career opportunities. Through Career Exploration, we will provide

students with transportation funding to see various occupations with openings. These will include STEAM Event, Construct Tomorrow, Manufacturing Month Tours, Discover Healthcare Careers, and the Welding Competition. All events will have employers talking about high-skill, in-demand careers. We will facilitate student engagement with non-traditional fields by organizing events that showcase, for example, women in construction. We will also engage in discussions with our vendors to emphasize the presence of non-traditional staff at these events. Additionally, transportation will be provided for students to attend such events. We will allocate funds for program brochures that highlight the CTE pathways, and we are intentional about selecting graphics that feature diverse individuals in the career fields. We will pay for adequate transportation, including accessible buses, for students to tour businesses and participate in various events. We will support the opportunity to have a sub cover for the teacher or ESP when they are participating in these events with their students.

RCTC has an established relationship with Hawthorne Adult Basic Education, Mayo Clinic, and other community partners in the Bridges to Healthcare program. This innovative model has been recognized by Harvard. Hawthorne and RCTC have articulation agreements in medical terminology, administrative assistant, and developmental courses for college readiness. Other professional licenses, certifications, and apprenticeships will be added to the RCTC CPL procedures. RCTC has an arrangement with Rochester Public Transit that will allow RCTC to ride free with a valid RCTC Student ID any time on any route reducing the transportation barrier some students face. In addition, RCTC offers a variety of support services for our students to include tutoring, TRIO, a food pantry, and various CTE and Workforce scholarships through the RCTC Foundation.

Our action plan for Element #5 of the CLNA Framework includes increasing our communications and marketing reach into underrepresented populations by providing information in languages other than English. We will partner with local translators to ensure our information is accessible. We also have identified a need for greater information and awareness at the middle school level. We plan to partner with middle-level administrators and counselors to provide information and access to career awareness and exploration activities, such as our Middle School Summer Career Academy.

New this year in collaboration with WDI, we will be focusing on piloting the review of individual programs for Inclusive Work Environment designation. This designation allows for students of special populations to understand where there will be additional support and access for them to succeed. By weaving funds from the Bloomberg grant, we will be reviewing the Carpentry program for the indicators shown as key aspects of an inclusive environment. Then, we will seek to expand to other programs in FY26 and beyond.

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 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY: In reviewing the Minn State Secure Reports as well as Minn State’s Performance Indicator Report, we found some areas of needs to focus on in the secondary realm. Work-Based Learning (WBL) was significantly impacted, particularly in light of the challenges posed by the COVID-19 pandemic. During the years affected by the pandemic, it’s understandable that our WBL programs encountered setbacks. Many businesses faced closures or restrictions, preventing them from accommodating students for work experiences, especially in industries like manufacturing and healthcare where outside visitors were restricted. We must prioritize intentional efforts in the upcoming Perkins Plan to strengthen programming in districts and ensure students are enrolled in and placed in appropriate courses and placements.</p> <p>The ACTE SPED Work-based Learning program in RPS has not undergone the program approval process. This matter will need to be addressed.</p> <p>POST-SECONDARY: As indicated by Advisory Board members, it is imperative to have internship/clinicals incorporated into the programming. It was also indicated at the RCTC Advisory Summit in January 2024 that building more job shadowing and internships is a need for RCTC and industry partners to create together.</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. WBL endorsements will be actively encouraged and provided through Service Cooperative funding, enabling teachers to incorporate this into their licenses and thereby expanding opportunities for student participation in WBL programs. 2. Sub costs will be provided for the staff to participate in the needed training. <ol style="list-style-type: none"> a. Funding in Narrative 8. 3. Through Counselor education, we will outline the advantages of career exploration that can lead to opportunities of WBL into programs, empowering counselors to make informed recommendations and encouraging students to enroll in programming. 4. At RPS, a program approval for ACTE SPED WBL will be submitted by November 1, 2024, with all the required elements of an approved program checked off beforehand. <p>POST-SECONDARY:</p>					

1. Postsecondary will continue clinicals in healthcare related programming; internships in welding, facility and services technology, carpentry, business, vet tech, early childhood, administrative office professional, and Human Services; and private pilot in aviation.
2. The topic of internships/job shadows will be included in future Advisory Board meetings to discuss how opportunities can be increased.

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

SECONDARY:

1. Teachers will get the WBL endorsement.
2. We would like to see a 1% increase of student enrollment by June 30, 2025.
3. RPS will have an approved program for ACTE SPED WBL.

POST-SECONDARY

1. Faculty will track internships/job shadows completed by students by the end of spring semester. There will be an increase in the number of student internships and job shadowing experiences.
 - a. No funding from Perkins.
2. Advisory minutes will document progress in adding job shadow and internship opportunities.
 - a. Funding in Narrative 10 under salaries for Perkins Coordinator to attend meetings.

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

Secondary level students are offered the chance to engage in work-based learning through pathways such as work-based learning and agricultural education programs, as well as through SPED programming. We will provide support to teachers to acquire the Work-Based Learning (WBL) endorsement, thereby expanding opportunities for student involvement. Our consortium will collaborate with the Southeast Service Cooperative to leverage the FutureForward™ platform, connecting students with employers willing to provide such opportunities. We will inform teachers of the opportunities to know more about endorsement programs. We will support sub costs for teachers to obtain their 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: Dual Credit	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY: Earning college credit while in high school is a great benefit to students as it allows these students to advance academically, explore their interests, and prepare for success in college as well as into the workforce. PSEO, concurrent enrollment, and articulated credit courses allow students to try pathways and see success before entering the program.</p> <p>Based on the RPS district strategic plan, Objective 4 reads “Increase the number and diversity of students who complete courses offering both high school and postsecondary credit” describing the need to support the dual credit opportunity in increasing the number of diverse students completing such offerings.</p> <p>POST-SECONDARY: Articulated College Credit has been around in Minnesota for many decades and has seen several adjustments along the way. There is a need for organized efforts in governance at the state and regional level.</p> <p>In assessing the challenges of expanding Concurrent Enrollment in CTE, it's apparent that aligning high school teacher credentials with college requirements is essential. While some high school teachers may be nearing the necessary credentials, additional support is required to bridge this gap. To address this issue, we have initiated pilot programs with support from experts in Credit for Prior Learning (CPL). However, there remains a need for further workshops and guidance to assist teachers in fulfilling credentialing requirements effectively.</p>					
2. Strategies to address need:					
<p>CONSORTIUM WIDE: The following initiatives will be supported:</p>					

1. Articulated College Credit
 - a. CTECreditMN.com support
 - i. Funding under Narrative 7.
 - b. Regional facilitation support
 - i. Funding under Narrative 7.
2. Concurrent Enrollment
3. College in Schools
4. PSEO

SECONDARY:

1. Training will be provided to counselors and educators to familiarize them with the dual credit options available, which they can then share with students.
2. Funds will be used to support the Credit CTE Portal.
3. RPS is revising the registration process and supporting information to better educate students and families about dual credit options.

POST-SECONDARY:

1. Articulated College Credit
 - a. Training will be conducted for teachers/staff.
 - i. Funding under Narrative 10.
2. Concurrent Enrollment
 - a. Workshops will be provided to assist teachers in fulfilling credentialing requirements.
 - i. Funding under narrative 8.

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

SECONDARY:

1. An increased number of students earning post-secondary credits (concurrent enrollment and PSEO) prior to HS graduation.
2. We will have an increased number of students enrolled in the CTECreditMN site.
3. There will be an increase in the number of students who download their certificate from CTECreditMN.
4. There will be an increased number of teachers using the CTECreditMN system.

POST-SECONDARY:

5. Training and workshops for Articulation and Concurrent Enrollment will be scheduled and completed prior to 6/30/2025.
6. Additional teachers will be qualified to teach Concurrent Enrollment.
7. An increased number of students will utilize Articulated College Credit at RCTC.

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 our consortium, students can participate in articulated credit, concurrent enrollment, college in the schools (CIS), and postsecondary educational opportunities (PSEO).

As a consortium, we are committed to expanding early college opportunities for our students. We have established local articulations and are actively seeking additional opportunities for collaboration in this area. Whenever feasible, we facilitate concurrent enrollment courses within our CTE programs to provide students with a head start on

earning college credits. Both Rochester and ZED Alternative Learning Center's partner with RCTC to offer students access to the Early/Middle College Program, enabling them to earn college credit towards both a high school diploma and an Associate's degree. Additionally, we collaborate with RCTC to offer the FYEX (first-year experience) program in our comprehensive schools, supporting students' transition to higher education and promoting their academic success. Moving forward, the consortium will continue to develop CTE pathways at both the ALCs and with ABE, and we are committed to promoting early college opportunities at all levels to ensure equitable access and success for all students.

Concurrent Enrollment

RPS - Fundamentals in Anatomy and Physiology. A & P is not classified as CTE but it is a foundational course for many healthcare programs.

CIS Intro to Teaching as a Profession and Exploring Teaching II both will be offered for the 24-25 school year.

Triton - Applied Technical Math which is required for the Automotive Technician, Welding Technology, and the Facility and Service Technology program.

Industry Recognized Credentials

RPS currently provides opportunities to earn ASE, CNA/HHA, CDE, ServSafe, and OSHA-10 Construction. ZED schools currently provide opportunities to earn ServSafe and OSHA-10. RPS is adding AWSE Sense for the 23-24 year. RPS Online is adding StartSafe and NRF Customer Service Certification.

Credit for Prior Learning

Currently, RCTC offers over 100 internal credits for prior learning courses, with the majority falling within CTE. Our focus moving forward will be to formally establish and promote more external credit for prior learning options. External credit for prior learning encompasses industry-recognized credentials, certifications, and licenses. Recently, we have introduced at least two external credit for prior learning opportunities:

1. A Certificate to Credit agreement for the Medical Terminology course, established between the RCTC Healthcare Office Professional program and Mayo Clinic.
2. Certification for Nursing Assistant (CNA).

These initiatives aim to provide students with additional pathways to earn college credit through their existing knowledge and experiences, enhancing their educational journey and career prospects.

Articulation

As part of our commitment to facilitating seamless transitions for students, the consortium actively participates in the CTE CreditMN Articulation site, where both regional and local articulations are housed.

In FY23, initiatives were undertaken to align many local agreements with regional articulated college credit agreements. This strategic alignment expands opportunities for

students, streamlining pathways to higher education and workforce readiness. Additionally, we initiated the exploration of transitioning some regional agreements to statewide agreements, further broadening opportunities for our students. Given the abundance of college opportunities within close proximity to the Rochester area, our overarching goal is to ensure that all students, regardless of their location, can access college credit opportunities. Overall, we anticipate that this expansion will attract more students to CTE programs, enhancing educational outcomes and preparing them for success in their chosen career paths.

Fall 2022 we started educating RPS teachers and counselors about Articulated College credit; what it is, the benefits; and how to use it. In FY24 we continue this training with ZED schools and have plans to continue this into FY25.

FY24, we increased the involvement of teachers and faculty in the Articulated College Credit regional meetings. We also conducted several trainings for teachers, counselors and administrators on how Articulated College Credit works. We will continue the training into FY25.

Students enrolled in the PTECH program, a partnership with RPS, RCTC and industry partners such as IBM and Mayo Clinic, who qualify for PSEO will be starting their college course work in the fall of 24-25.

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: Job-alike Support	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"/>
<p>SECONDARY: Professional development tailored to specific disciplines across the consortium has proven highly beneficial, providing valuable time for collaboration and networking among teachers. Our support for Family and Consumer Sciences (FCS) teachers, for instance, has involved organizing two days annually dedicated to relevant professional development activities. During these sessions, teachers have the opportunity to discuss pertinent topics, exchange ideas, and enhance their curriculum through collaboration with peers teaching similar courses. The positive feedback received suggests that continuing such initiatives is essential for fostering collaboration and knowledge-sharing among educators.</p> <p>Expanding this model to other pathways within the consortium could similarly facilitate networking and collaboration among teachers. By providing dedicated time and resources for teachers in various disciplines to come together, we can create opportunities for them to address concerns, share best practices, and collectively problem-solve solutions, ultimately enhancing the quality of education across the consortium. This collaboration will be instrumental as we progress into program approvals next year.</p> <p>POST-SECONDARY: There is a need to build or strengthen relationships between Secondary and Post-Secondary programs of study. There is a need to educate the area Counselors on RCTC programs by conducting an annual training on campus. This is critical in order to retain our programs which is critical in retaining our faculty.</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Disciplinary collaboration will take place over the next two years to enable teachers to coordinate their programs effectively. 2. Sub costs will be provided for the educators to collaborate. <ol style="list-style-type: none"> a. Funding in Narrative 8. <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 3. Faculty will attend Articulated College Credit meetings with teachers from similar pathways. They will share about their programs and industry needs. 4. Host annual regional fall Counselor training at RCTC. 					
3. Measurable Outcomes (report results in next APR):					

CONSORTIUM WIDE:

1. Program approvals will be submitted to the state by November 2025.
2. Surveys will be given to counselors to determine if training is meeting needs.

NEED B: Faculty/Staff Conferences and Trainings

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CONSORTIUM WIDE:

There is a necessity to annually explore CTE best practices nationwide. Given the constant changes within the industry, it's crucial for our faculty and staff to remain updated on the latest innovations that we should be implementing locally.

SECONDARY:

We strongly encourage staff to take advantage of professional development opportunities to enrich their understanding of current practices, especially considering emerging trends in sectors such as early childhood education, healthcare, and hospitality. These sectors are experiencing significant changes and advancements, and staying abreast of the latest developments is crucial for providing high-quality education and services to our students and clients. By investing in ongoing professional development, our staff can remain at the forefront of their respective fields, ensuring they are well-equipped to meet the evolving needs and demands of our communities.

POST-SECONDARY:

There is a critical need to provide training for equity across the RCTC campus. To address this, implementing a campus-wide membership program would offer additional professional development training opportunities for faculty and staff, focusing specifically on promoting equity and inclusivity in all aspects of education and campus life.

Furthermore, to bolster Career and Technical Education (CTE) at various levels—local, regional, state, and federal—it is imperative to provide training on state and federal education policies related to CTE. This training would equip educators and administrators with the necessary knowledge and skills to navigate and leverage policy frameworks effectively, ensuring the alignment of CTE programs with legislative requirements and best practices. By investing in comprehensive policy training, educational institutions can strengthen their capacity to advocate for and implement high-quality CTE initiatives that meet the diverse needs of students and promote workforce development.

2. Strategies to address need:

CONSORTIUM-WIDE:

Attend the ACTE CareerTech Vision Conference as a consortium-wide team.

1. Identify and register a team.
2. Explore CTE updates and best practices.
3. Form network of local, state, and national connections.
4. Seek federal and state program resources.
5. Consider best practices to develop and implement at the consortium level.

SECONDARY:

1. Expend funds in professional development to support teachers to attend local, regional, and national training.
 - a. Funding in Narrative 8.
2. Support subs costs for teachers to attend the necessary trainings.
 - a. Funding in Narrative 8.

<p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 1. Provide support for Equity training for faculty/staff. <ol style="list-style-type: none"> 1. Support campus-wide membership for NAPE 2. Support the attendance of 2 faculty/staff at the NAPE Summit 3. Funding in Narrative 8. 2. In order to support CTE at a local, regional, state and federal level, training on state and federal education policy on CTE through the MACTA Policy & Leadership Fellowship will be supported. This includes the monthly training and the attendance at the National Policy Seminar in March. <ol style="list-style-type: none"> 1. Funding in Narrative 8
<p>3. Measurable Outcomes (report results in next APR):</p>
<p>CONSORTIUM WIDE</p> <ol style="list-style-type: none"> 1. Staff will attend trainings. 2. New information will be implemented.

NEED C: Teacher Licensure	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"/>
<p>SECONDARY: Licensed teachers are in high demand within our consortium. In the last two years, Perkins funding has been allocated towards addressing this need through collaboration with the Lakes Country Coop Alternative Teacher Licensure program, resulting in some teachers obtaining licensure. However, the demand for licensed teachers remains significant as we found when creating our consortium Program of Study spreadsheet. To further address this pressing issue, in January 2024, we initiated a partnership with the Southeast Service Coop to assist with teacher licensing costs utilizing MDE's Career and Technical Education Grant. This collaborative effort aims to bolster the pool of licensed teachers within our consortium and better meet the educational needs of our students. Perkins will provide support to these teachers by arranging substitutes so they can take the necessary time off to focus on fulfilling their licensure requirements.</p> <p>POST-SECONDARY: N/A</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Perkins leaders will play a key role in coordinating teachers to participate in essential training sessions. 2. We will support teachers with subs to be able to attend the trainings. <ol style="list-style-type: none"> a. Funding in Narrative 8. 					
3. Measurable Outcomes (report results in next APR):					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. We will have licensed staff and stronger pathways. 2. By facilitating access to training sessions and removing logistical barriers, we can enhance the effectiveness of our CTE programs and ultimately better serve our students and communities. 					

NEED D: Stay up to date on Industry knowledge for Faculty	This Need is in Element(s):
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1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY: N/A</p> <p>POST-SECONDARY: Faculty were surveyed, and the consensus regarding professional development was that either insufficient opportunities were provided or the offerings were not pertinent to their field. They also stated that they are overwhelmed during the school year meeting student needs. There is a need to offer training that is relevant and offered at a time that fits around the teaching schedule. We need to support paid externships for faculty to engage in robust, relevant industry-aligned training that embraces the look of today's workforce.</p>					
2. Strategies to address need:					
<p>SECONDARY: N/A</p> <p>POST-SECONDARY: Provide paid Faculty Externship Opportunities which includes the following steps.</p> <ol style="list-style-type: none"> 1. Continue to evaluate and update the externship framework. 2. Market opportunity to CTE faculty. 3. Help bridge faculty and industry connections. 4. Faculty experience the job they prepare students for as well as engage in meaningful on-site training with industry leaders and supervisors/business owners. 5. Faculty complete externship documentation. 6. Faculty implement updates or changes to curriculum as identified. 7. Funding under Narrative 8. 					
3. Measurable Outcomes (report results in next APR):					
<p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 1. 10+ Faculty will complete an industry externship by June 30, 2025. 2. Possible changes to curriculum or equipment will be discussed at Advisory Board meetings. 					

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

RPS is the recipient of a Grow Your Own grant focused on increasing individuals entering into the teaching profession, specifically from groups underrepresented in the teaching profession. Strategies include outreach to student groups, increased offerings of course sections, scholarships enrollment in a teacher preparation program, and a mentorship program for students in teacher prep programs. This is a partnership with the Employees of Color group to provide mentors.

We have formed a partnership with Lakes Country Coop to license our staff. At the beginning of each school year, we update our lists of staff, noting who is licensed and identifying those who may require additional support. We also have a Perkins Coordinator who is the CTE TIP.

At the post-secondary level we will invest heavily in instructor externships. COVID has widened the gap between industry and curriculum/training methods. Although the investment is large, it is an investment in our instructors to engage in meaningful on-site training to help bridge the instructor and industry connection. Instructors will be compensated (stipend) at a rate reflective of the hours to credit ratio during non-instruction dates. We place high value on this initiative and anticipate the following outcomes.

- Instructors:
 - Build relationships with industry.
 - Gain hands-on experience in the field.
 - Operate current industry equipment and technology.
 - Gain familiarity with industry practices, including employability skills, by metaphorically 'walking in the employee's shoes,' so to speak
 - Gain a greater understanding of the workforce they train (eg. diversity, life issues, etc.).
 - Become more aware of and responsive to workforce challenges (eg. staffing shortages).
 - Seek opportunities for greater collaboration (eg. guest speaker, equipment donations, advisory committee membership, potential subs, or teaching opportunities).
 - Compare industry standards to curriculum.
 - Make program changes as identified (eg. curriculum, equipment).
 - Enhance teaching and learning strategies.
 - Use the experience as a professional development toolbox item for their instructor evaluation.

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: Non-Trad Students	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>SECONDARY: The enrollment of non-traditional students decreased by 5% during this period. This decline can be attributed to various COVID-related factors, including the limited interaction between students and counselors due to remote learning. The promotion of Career and Technical Education (CTE) courses was hindered by the online format, which made it difficult to engage non-traditional students effectively into programming. Concentrators also went down as with the COVID year as students were not participating in the CTE courses online. Additionally, opportunities for career exploration and exposure were curtailed, with canceled bus tours to businesses and restrictions on guest speakers in school buildings and classrooms. Career exploration, exposure and postsecondary preparation work in the past several years was also impacted by the increased focus on meeting basic needs, and supporting increased mental health demands. This impacted school counselor work in addition to school staff across the board.</p> <p>POST-SECONDARY: Non-traditional student enrollment remains below the baseline and continues to exhibit a downward trend. There is a need to do a deeper dive in the data to determine areas to focus on. After an initial review of the data the State Determined Performance Level for Grant Year 3 was 15.28% and the actual Performance Percentage was 15.35%. This number is down from year 2 (17.05%) and year 1 (17.45%). There is a need to understand why the number is declining.</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Career Exploration field trips will be funded by Perkins to highlight examples of non-traditional genders in careers like the Women in Construction event. <ol style="list-style-type: none"> a. Funding in Narrative 2. 2. During our counselor day, we will emphasize the significance of non-traditional students in career paths aligned with their interests and abilities. This approach will empower counselors to make well-informed recommendations and actively encourage students to enroll in relevant programming. <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 1. In-depth discussions and review of data with Institutional Research staff to explore potential reasons for decline. <ol style="list-style-type: none"> a. Funding in Narrative 10 under salaries. 					

3. Measurable Outcomes (report results in next APR):
<p>SECONDARY:</p> <ol style="list-style-type: none"> We will see an increase in the number of non-trad students in programming. <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> Gaps will be clarified and can be addressed in FY26.

NEED B: Increase Enrollment of Underrepresented Student Populations	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>SECONDARY: Mayo Clinic Health Care Professionals of Color mentoring HSC students is currently in development. Initial meetings have been conducted to lay the groundwork for a mentorship program aimed at supporting students from underrepresented populations who are pursuing careers in healthcare. A dedicated group of Mayo Clinic employees is driving this initiative, and discussions have been held with district leadership to outline the program's framework.</p> <p>POST-SECONDARY: 2P1 Earned Recognized Postsecondary Credential performance rate of 33.37% continues to be much lower than the state average of 52.48%. There is a need to understand where the gaps are and if there are certain populations that need additional support.</p> <p>Post-secondary data reveals a notable gap in course completion among men of color. Recognizing this disparity, there is a pressing need to implement support initiatives for this student demographic. In response, the Men of Color Scholars Initiative (MOCSI) was piloted in FY24. MOCSI serves as a mentoring program designed to establish a supportive network both within and outside the college, offering opportunities for the enhancement of personal, academic, and professional skills. The primary objective of MOCSI is to bolster the retention and academic success of underserved, underrepresented, and underprivileged male students.</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> The overarching goal is to establish mentor-mentee pairs by the next academic year. The next steps involve engaging with HSC instructors to gather feedback and identify potential student participants. <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> MOCSI (Men of Color Scholars Initiative) will be supported for the second year <ol style="list-style-type: none"> See Narrative 11 under MOCSI for funding. 					
3. Measurable Outcomes (report results in next APR):					
<p>SECONDARY:</p> <ol style="list-style-type: none"> Mentors/Mentees will be assigned <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> Increase the number of students being served. Currently at 20. Increase average student GPA of students participating in the program. Goal to keep the persistence rate above 80% for MOCSI students. 					

NEED C: Specialized Programming	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>SECONDARY: Students following the ALC/ABE pathway often face challenges with mainstream academics. Many of these students encounter difficulties with reading and comprehension, necessitating alternative learning methods to support their educational journey. Recognizing these diverse learning needs, we are committed to supporting tailored approaches that accommodate various learning styles and abilities. By providing alternative learning methods, such as multisensory instruction, differentiated materials, and personalized support, we aim to empower these students to overcome academic obstacles and achieve success in their educational pursuits.</p> <p>POST-SECONDARY: N/A</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Funding can be used to support alternative learning styles curriculum. 2. Professional development dollars can support staff to be educated on the unique teaching models. <ol style="list-style-type: none"> a. Funding in Narrative 8. 					
3. Measurable Outcomes (report results in next APR):					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Teachers will receive enhanced training tailored to accommodate the diverse learning styles of students. 2. Curriculum materials may be purchased as needed. 					

NEED E: Equity Review of Programs	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>SECONDARY: N/A</p> <p>POST-SECONDARY: In collaboration with Workforce Development Incorporated, there has been work in the Rochester region to address the gap in females of color in the Built Environment. A Bloomberg grant has been received to support the work and there is a need to weave Perkins time/funding with this work.</p> <p>The Inclusive Workforce Employer (I-WE) Designation is supported by the Workforce Development Board of Southeast Minnesota and the Winona Workforce Development Board. It was established by the Regional Workforce Alliance of Northwest Minnesota to support and recognize employers who:</p> <ul style="list-style-type: none"> -Express a commitment to an inclusive workplace in their stated values, mission or policies. -Assess how diversity, equity and inclusion influence their work and culture. -Provide diversity, equity and inclusion education for staff and leadership. -Allocate resources to support and sustain an inclusive and equitable workplace. <p>https://workforcedevelopmentinc.org/programs/i-we-program/</p> <p>The work will start with the Carpentry program at RCTC with review of other programs to determine future expansion.</p>					
2. Strategies to address need:					

SECONDARY: N/A

POST-SECONDARY:

1. Establish Carpentry I-WE process (completed 2/20/24).
2. Hire consultant to review and assess policy, practice, and procedures that intersect with the Carpentry program for DEIB (Diversity, Equity, Inclusion, and Belonging) best practices. (Summer 2024)
 - a. Funding through braided funds with WDI and Narrative 11.
3. Complete training for faculty/staff. (September/October 2024)
 - a. Funding through braided funds with WDI and Narrative 11.
4. Apply for designation with expected completion date of 1/15/2025.
 - a. Funding through braided funds with WDI and Narrative 11.

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

SECONDARY: N/A

POST-SECONDARY:

1. Consultant hired by July 1, 2024.
2. Assessment and policy review done by 9/30/2024.
3. Training and policy changes done by 11/31/24.
4. Designation awarded after 1/15/25 application.

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

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

Secondary

Special Education students are underrepresented in several pathways, including Animal Systems, Accounting & Finance, Business Management, Basic Transportation, and Culinary/Hospitality/Food Science.

Furthermore, non-traditional students exhibit disparities, particularly in pathways where females are underrepresented:

- 20% in Power, Structural & Technical Systems
- 14% in Electronics
- 8% in Engineering/STEM
- 35% in Accounting & Finance
- 11% in all Construction
- 14% in all Manufacturing

Post-Secondary

1. Refer to the new Men of Color MOCSI Mentoring program in narrative #5 & 11. This will focus on addressing the gap in 2P1 for Men of Color.
2. As noted in Narrative #8 membership in NAPE will be supported along with two PS staff/faculty attending the National conference to learn of best practices across the country with plans to implement at least one new initiative at the college.

Narrative 10: Consortium Governance

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

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

NEED A: Perkins Leaders Positions	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"/>
<p>CONSORTIUM WIDE: In order to support the Recruitment, Retention, and training of CTE professionals we also need to address the lack of understanding of Perkins knowledge with Administrators. Perkins V necessitates local consortia leaders and governance to effectively implement its provisions and tailor career and technical education programs to the specific needs and opportunities of each community. Perkins Coordinators and local governance board ensures that stakeholders, including educators, employers, parents, and students, have a voice in shaping CTE initiatives that align with local workforce demands and economic priorities. It enables the customization of educational pathways to meet the unique challenges and opportunities present in each region, fostering collaboration among local partners to maximize resources and support student success. Moreover, local governance promotes accountability and transparency in the use of Perkins V funds, ensuring that investments in CTE programs yield meaningful outcomes for learners and contribute to the vitality of local economies.</p>					
2. Strategies to address need:					
<p>CONSORTIUM WIDE:</p> <ol style="list-style-type: none"> 1. Fund Perkins coordinator positions. <ol style="list-style-type: none"> a. Funding under Narrative 10. 2. Perkins Coordinators will: <ol style="list-style-type: none"> a. Conduct business on behalf of the consortium partners. b. Run a Governance Board to oversee the work of the Perkins Leaders and consortium. c. Prepare for and write annual CLNA, plan, budget, APR. d. Oversee and support the spending of consortium funds. e. Attend and participate in Perkins Leaders meetings at the local, regional and state level as well as professional development opportunities to stay up to date on information and trends. 3. Funding will be allocated to cover the salaries of Perkins Coordinators for their time and efforts. 4. PAR reports and activities by month will be completed. 					
3. Measurable Outcomes (report results in next APR):					

CONSORTIUM WIDE:

1. Perkins Leaders will be employed.

CONSORTIUM WIDE:

1. Metrics such as activities we have coordinated and the count of the number of students who participated will be documented.

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

We have a core leadership team comprising one post-secondary and two secondary coordinators. This team convenes at least monthly to discuss initiatives and budget allocation. Our application, budget, and initiatives are all rooted in the Comprehensive Local Needs Assessment (CLNA). The CLNA process, conducted over several months, is based on regional workforce data, current performance indicators, and stakeholder-identified areas of focus. This process culminated in the identification of three primary domains: Access & Equity, Program Development, and Professional Development. Ideas collected were then rated for importance and priority.

However, the grant budget doesn't cover all identified needs. Therefore, the leadership team must prioritize the budget, with decisions guided by the CLNA. Budget items are categorized by consortium, post-secondary, and secondary levels. The team determines what can and cannot be funded. Each coordinator is responsible for communicating the plan to all consortium members, maintaining ongoing communication at each level. Secondary coordinators regularly engage with superintendents, principals, and staff, while post-secondary coordinators communicate with the CTE dean, faculty, and staff through division meetings, one-on-one interactions, emails, and informal conversations.

We have a Comprehensive Local Needs Assessment (CLNA) team comprising members from business/industry, instructors, and other vested stakeholders. This CLNA team plays a crucial role in providing the information required to complete the needs assessment. As mentioned earlier, the process and outcomes of the needs assessment guide the direction for the next two years (reflected in this application) and dictate funding options.

At each level, we have program-specific advisory committees that actively engage business and industry stakeholders in discussions and reviews of current programs. The aim is to identify strengths and opportunities for improvement. Coordinators serve as members of these advisory committees. Additionally, at the post-secondary level, there is typically a Perkins update

provided at each meeting. These advisory committees play a crucial role in informing the college about the needs for curriculum, software, equipment, instructor training, and other pertinent aspects of program development and enhancement.

College faculty and advisory committee members regularly conduct tours of the shops/lab spaces. Additionally, the five-year equipment plan is reviewed annually. These equipment plans are subsequently utilized by college administration to determine priority, with emphasis placed on the strength of the advisory committee's voice. Administration then seeks the best funding source, which may include Leveraged Equipment, Donation Requests, Perkins funding, and/or other grants. Ultimately, decisions regarding all funding sources are driven by industry needs and feedback.

In FY23, significant efforts were directed towards establishing a strong foundation for progress following a complete turnover in Perkins Leaders for the consortium. This began with the implementation of a new Governance Board structure, ensuring representation from both small and large districts, as well as diverse roles within the districts such as administration, CTE teachers, and curriculum specialists. New Governance Bylaws were developed and officially approved during this period.

Moving into FY24, further adjustments were made to the membership and language within our Bylaws to better reflect evolving needs and dynamics. Looking ahead to FY25, our plan is to evaluate the effectiveness of our Governance Board and consider expanding its membership to include representatives from industry and Workforce Development Initiatives (WDI). We remain committed to updating the Governance Bylaws as necessary to ensure alignment with our objectives and stakeholder interests.

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: Increase Enrollment of Underrepresented Student Populations	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>SECONDARY: Mayo Clinic Health Care Professionals of Color mentoring HSC students is under development. Initial meetings have taken place to establish a mentor program for students from underrepresented populations entering the healthcare field. There is a desire by a group of Mayo Clinic employees to develop this program, and meetings have taken place with district leadership to outline a plan. Next steps include meeting with HSC instructors to receive feedback, and identify potential students. The goal is to have mentors/mentees in place during the 2024-25 school year.</p> <p>POST-SECONDARY: 2P1 Earned Recognized Postsecondary Credential performance rate of 33.37% continues to be much lower than the state average of 52.48%. There is a need to understand where the gaps are and if there are certain populations that need additional support.</p> <p>Post-secondary data reveals a notable gap in course completion among men of color. Recognizing this disparity, there is a pressing need to implement support initiatives for this student demographic. In response, the Men of Color Scholars Initiative (MOCSI) was piloted in FY24. MOCSI serves as a mentoring program designed to establish a supportive network both within and outside the college, offering opportunities for the enhancement of personal, academic, and professional skills. The primary objective of MOCSI is to bolster the retention and academic success of underserved, underrepresented, and underprivileged male students.</p>					
<p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<p>SECONDARY: 1. Mentors</p> <p>POST-SECONDARY: 1. MOCSI (Men of Color Scholars Initiative) will be supported for the second year a. Funding will support speaker series on Student Success, transportation for career</p>					

exploration experiences, marketing expenses for the program.

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

SECONDARY:

1. Mentors/Mentees will be assigned

POST-SECONDARY:

1. Increase the number of students being served. Currently at 20.
2. Increase average student GPA of students participating in the program.
3. Goal to keep the persistence rate above 80% for MOCSI students.

NEED B: Equity Review of Programs	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>SECONDARY: N/A</p> <p>POST-SECONDARY: In collaboration with Workforce Development Incorporated, there has been work in the Rochester region to address the gap in females of color in the Built Environment. A Bloomberg grant has been received to support the work and there is a need to weave Perkins time/funding with this work.</p> <p>The Inclusive Workforce Employer (I-WE) Designation is supported by the Workforce Development Board of Southeast Minnesota and the Winona Workforce Development Board. It was established by the Regional Workforce Alliance of Northwest Minnesota to support and recognize employers who:</p> <ul style="list-style-type: none"> -Express a commitment to an inclusive workplace in their stated values, mission or policies. -Assess how diversity, equity and inclusion influence their work and culture. -Provide diversity, equity and inclusion education for staff and leadership. -Allocate resources to support and sustain an inclusive and equitable workplace. <p>https://workforcedevelopmentinc.org/programs/i-we-program/</p> <p>The work will start with the Carpentry program at RCTC with review of other programs to determine future expansion.</p>					
<p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<p>2. Strategies to address need:</p>					
<p>SECONDARY: N/A</p> <p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 1. Establish Carpentry I-WE process (completed 2/20/24). 2. Hire consultant to review and assess policy, practice, and procedures that intersect with the Carpentry program for DEIB (Diversity, Equity, Inclusion, and Belonging) best practices. (Summer 2024) <ol style="list-style-type: none"> a. Funding through braided funds with WDI and Narrative 11. 3. Complete training for faculty/staff. (September/October 2024) <ol style="list-style-type: none"> a. Funding through braided funds with WDI and Narrative 11. 4. Apply for designation with expected completion date of 1/15/2025. <ol style="list-style-type: none"> a. Funding through braided funds with WDI and Narrative 11. 					
<p>3. Measurable Outcomes (report results in next APR):</p>					

<p>POST-SECONDARY:</p> <ol style="list-style-type: none"> 1. Consultant hired by July 1, 2024. 2. Assessment and policy review done by 9/30/2024. 3. Training and policy changes done by 11/31/24. 4. Designation awarded after 1/15/25 application.

NEED C: Equipment Improvement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3X <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>SECONDARY: Numerous CTE programs face challenges due to the absence of crucial equipment or the presence of outdated equipment. This holds true across various industries and is not limited to any particular discipline. Industry partners have been guiding us to what equipment gaps we need to address.</p>					
<p>Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Equipment purchases will be made in many programs to bring programs of study up to industry standards. <ol style="list-style-type: none"> a. Funding in Narrative 11. <p>POST-SECONDARY: N/A</p>					
3. Measurable Outcomes (report results in next APR):					
<p>SECONDARY:</p> <ol style="list-style-type: none"> 1. Equipment will be tagged. 2. Equipment list will be updated. <p>POST-SECONDARY: N/A</p>					

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

Secondary - The entire Reserve fund will be allocated towards procuring new equipment for programs, aiming to align them more closely with industry standards. The Comprehensive Local

Needs Assessment (CLNA) revealed numerous equipment deficiencies across various programs. With the flexibility to enhance programs within the Reserve budget, we deemed this the most effective utilization of the funds. Multiple schools within the consortium stand to gain from this opportunity to bolster their equipment inventory.

Post-secondary - The entirety of our reserve allocation will be dedicated to equal access to CTE for all students.

In FY24 we piloted the Men of Color Scholars Initiative (MOCSI). MOCSI is a mentoring program designed to create a supportive network within and beyond the college environment, offering opportunities for participants to enhance their personal, academic, and professional skills. The primary objective of MOCSI is to improve the retention and academic success rates of underserved, underrepresented, and underprivileged male students. Through mentorship and targeted support, MOCSI aims to empower these students to overcome barriers and achieve their full potential in both their academic pursuits and personal growth. We will be moving into year two of support for the MOCSI program in FY25

The I-WE Designation is a recent initiative being developed and piloted in select areas across Minnesota. Given the gaps in non-traditional indicators of BIPOC women in the built environment, it is imperative to enhance opportunities and support for this population. Therefore, it is crucial for RCTC to undergo an evaluation of its Carpentry program.

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)

From: [Ohrn, Karl R](#)
To: [Ohrn, Karl R](#)
Subject: FW: Perkins Application
Date: Wednesday, July 31, 2024 10:15:30 PM
Attachments: [image002.png](#)
[image003.png](#)

From: Ohrn, Karl R
Sent: Wednesday, July 31, 2024 9:55 PM
To: Meidlinger, Jeannie E <jeannie.meidlinger@rctc.edu>
Cc: Jami Schwickerath <jschwickerath@ssc.coop>; RCTC-Heather Hogen <hehogen@rochesterschools.org>; Durand, Matt <matt.durand@rctc.edu>
Subject: RE: Perkins Application

Jeannie,

Thank you for providing the additional information. I have added this to your application. Please note that future maintenance or repair of the vehicles is the responsibility of the college; Perkins funding cannot be used for this purpose.

Karl

Karl R. Ohrn

System Director for CTE



Minnesota State

30 7th Street East, St. Paul, MN 55101

651-201-1650

Karl.Ohrn@MinnState.edu | MinnState.edu

Pronouns: He, Him, His - [More about pronouns](#)

From: Meidlinger, Jeannie E <jeannie.meidlinger@rctc.edu>
Sent: Monday, July 22, 2024 10:31 AM
To: Ohrn, Karl R <karl.ohrn@minnstate.edu>
Cc: Jami Schwickerath <jschwickerath@ssc.coop>; RCTC-Heather Hogen <hehogen@rochesterschools.org>; Durand, Matt <matt.durand@rctc.edu>
Subject: FW: Perkins Application

Hello Karl

Here is a response to the questions you provided. Please let me know if you need anything else.

Thanks for providing additional information on the boiler and SUVs for law enforcement.

Additional concerns I have about the boiler:

- I'm concerned about the size and scope of this program given the large investment (\$100K). What is the job outlook for individuals completing this program? How many students are currently enrolled in the program? What does the enrollment trend look like?
 - Feedback from industry partners is that the need is so high for these individuals and not enough qualified applicants so, they have been lowering their criteria for employment. They prefer students with a completed two year degree in FAST (Facility and Service Technology) but have been hiring with one year completed in the program and one year experience in the field.
 - Because the program covers multiple industries, the graduates are highly sought after. They are trained in Electricity, Plumbing, Heating, Refrigeration, Boiler operation and much more. The jobs in these industries all have projected growth of 2% or more according to O*Net. U.S. Bureau of Labor Statistics shows a growth rate of 2.3%-6.5% for the next 10 years for the varying roles that a FAST graduate could seek. According to the Workforce Trends report provided by RealTime Talent in December 2023 the Maintenance of Building job openings for SE MN is 1.4%.
 - The need is so high for these individuals, the college currently accepts a new cohort of students every fall and spring where most CTE programs only admit new students in the fall. So, we have the potential to enroll 26 students per semester. The number provided by Robb Lowe for concentrators in "Building/Property Maintenance" which includes only students in our FAST (Facility and Service Technology) program was 29. We average around that 29 per year. There was a dip during COVID years but, we have rebounded and have 20 students registered for fall with another month yet for more students to register.
 - RCTC Interim CTE Dean, Matt Durand, will be working closely with the VP Facilities and Finance to align the FAST Boiler purchase with a new Boiler purchase for the Heintz Center. That way students will have training on the FAST program Boiler that is not able to be attached completely to systems. Then, the students can observe the operating boiler being used in the building to see full application of systems.
- This program is not currently reflected in your state-recognized or funded programs of study
 - Please let me know if I submitted incorrect information. From what I can see on the Funding tab of the POS spreadsheet, Our FAST (Facility and Service Technology) program is listed under POS 6.

POS 6	
Engineering_Manufacturing_Technology	Engineer
Architecture_and_Construction	Archi
Construction	
171000 Blooming Prairie, Byron, Hayfield, Kas Stewartville, Triton Rochester Century, Roche Marshall, Rochester N	
Rochester_Community_Technical_College_011	
Carpentry	
Facility and Service Technology	
	Yes
Priority 2	

Concerns about the SUVs:

- Since you're planning to buy surplus (used) vehicles, what is the condition of these vehicles. How will you ensure they are operational? What is your maintenance plan for the vehicles?
 - We have been working with the Fleet Manager from MN State Patrol, Brittany Johnson. I reached out to her to clarify for your questions above.
 - From Brittany Johnson:
 - The condition will be operational. Once we determine what vehicles they are interested in, they are welcome to come see them before purchasing.
 - I always have our vendor make sure there are no warning lights on the dash, and that the tires are aired up, and the vehicle is ready to drive. I cannot guarantee anything after that point, as they are used vehicles and we do not offer warranties of any sort.
 - Once the vehicles are received, the maintenance is handled by our Peace Officer Program Lab Assistant. He works closely with our Automotive Technician program faculty to have the vehicles maintained.

Thanks, Jeannie

JEANNIE MEIDLINGER
Perkins Coordinator
Rochester Community and Technical College
Academic Affairs
Heintz Center – H1001A
851 30th Ave. SE, Rochester, MN 55904
(o) 507-529-2720 | jeannie.meidlinger@rctc.edu
www.rctc.edu



From: Ohrn, Karl R <karl.ohrn@minnstate.edu>
Sent: Monday, July 15, 2024 10:03 PM
To: Meidlinger, Jeannie E <jeannie.meidlinger@rctc.edu>
Cc: Jami Schwickerath <jschwickerath@ssc.coop>; RCTC-Heather Hogen <hehogen@rochesterschools.org>
Subject: RE: Perkins Application

Jeannie,
No deadline, but I can't approve your application until I get a response.

Thanks,
Karl

From: Meidlinger, Jeannie E <jeannie.meidlinger@rctc.edu>
Sent: Monday, July 15, 2024 3:29 PM
To: Ohrn, Karl R <karl.ohrn@minnstate.edu>
Cc: Jami Schwickerath <jschwickerath@ssc.coop>; RCTC-Heather Hogen <hehogen@rochesterschools.org>
Subject: RE: Perkins Application

Hello Karl

I met with my supervisor this afternoon to go over the questions you provided. He would like to gather some information from a few staff on campus. Do you have a deadline you would like a response? One of the staff members he wants to connect with is the VP of Finance that has been tied up with Workday transition details so, he is concerned it may take a few days to get the information he is seeking.

Thanks, Jeannie

JEANNIE MEIDLINGER

Perkins Coordinator

Rochester Community and Technical College

Academic Affairs

Heintz Center – H1001A

851 30th Ave. SE, Rochester, MN 55904

(o) 507-529-2720 | jeannie.meidlinger@rctc.edu

www.rctc.edu



From: Ohrn, Karl R <karl.ohrn@minnstate.edu>

Sent: Monday, July 15, 2024 9:32 AM

To: Meidlinger, Jeannie E <jeannie.meidlinger@rctc.edu>

Cc: Jami Schwickerath <jschwickerath@ssc.coop>; RCTC-Heather Hogen <hehogen@rochesterschools.org>

Subject: Perkins Application

Jeannie,

Thanks for providing additional information on the boiler and SUVs for law enforcement.

Additional concerns I have about the boiler:

- I'm concerned about the size and scope of this program given the large investment (\$100K). What is the job outlook for individuals completing this program? How many students are currently enrolled in the program? What does the enrollment trend look like?
- This program is not currently reflected in your state-recognized or funded programs of study

Concerns about the SUVs:

- Since you're planning to buy surplus (used) vehicles, what is the condition of these vehicles. How will you ensure they are operational? What is your maintenance plan for the vehicles?

Thank you.

Karl

Karl R. Ohrn

System Director for CTE



Minnesota State

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Pronouns: He, Him, His - [More about pronouns](#)

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

To be submitted with the 2024 Local Application

Consortium Name:	Rochester/ZED
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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):

Process:

It was determined by Perkins Leadership to convene three in-person meetings to deliberate on specific topics. We carefully selected key partners whom we believed would offer valuable insights. While recognizing the impossibility of having every person recommended by State Perkins attend all three meetings, we opted to integrate ourselves into existing meetings where feasible to reach those diverse populations. These included Workforce Development ONE Stop partnership meetings, Secondary and Post-Secondary Advisory Board meetings, and participation in two co-design sessions facilitated by RPS, drawing input from students, families, staff, and the community, as well as gathering insights from the Mayo Clinic Workforce Development Team. Additionally, Post-Secondary attended a Dean's Meeting and Academic Affairs Cabinet Meeting to gather further input.

The topics addressed in the CLNA sessions encompassed: 1) Review of Past Two Year Programming: Funded Initiatives and Programs of Study, DEED Labor Market Data, Meat Processing Regional Data, Women in the Workforce Data, 2) Student Data including participants, concentrator and Approved Programs of Study mapping of what courses these students were taking, Gap Analysis, and 3) Surveys were sent to Administration, Parent, and Students to understand their perceptions of our strengths and needs. Results were reviewed along with decision-making on new funded programs. The initial meeting primarily focused on disseminating data and providing an overview of the tasks at hand. The subsequent meeting saw increased engagement, as participants utilized sticky notes to record their thoughts on gaps and areas for improvement. These inputs were then prioritized on an X/Y Axis graph, with the upper right corner pinpointing the key focal areas for Perkins. All information was transferred to google docs for access and reference. In the final meeting, data from surveys were synthesized. Surveys were distributed to nine secondary districts, resulting in a low response rate. Post-secondary also conducted a survey among faculty members, yielding an acceptable return rate. We referenced the program of study document with the priorities identified on the XY graph, using sticky notes to denote funded programs. Participants found both activities engaging and instrumental in comprehending the project's significance. Those unable to attend all meetings were provided ample opportunity to participate and share their input via email, ensuring that their voices were heard and considered in the decision-making process.

How we addressed the 5 Elements:

Element 1: Student Performance

We accessed Minn State's Secure Reports to retrieve pertinent student data information.

We referred to the Minn State Performance Indicator Reports to identify and comprehend any existing gaps.

Element 2: Size, Scope, and Quality

We utilized Minn State's Program Approval Database to comprehensively assess the range of programs in operation across districts and identify any existing gaps.

Through an analysis of district programs, including participants and concentrators, we gained insights into the size and quality of the programs currently in operation.

Element 3: Programs of Study

Through our CLNA meetings and survey feedback, we learned which programs of study need support.

In using the information gleaned from the Program Approval Database, we were able to see which programs were suffering.

Element 4: Recruitment, Retention and Training of CTE teachers

We reviewed all CTE staff and learned who needs CTE licensure.

For Post-Secondary, we asked for feedback from faculty in a survey.

Element 5: Equal Access to high-quality CTE Courses

Surveys were distributed to district administration, counselors, CTE staff, students, and parents, seeking feedback on whether respondents perceived equal access for all students to CTE Programming.

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
Jeannie Meidlinger	Perkins Coordinator	RPS/ZED Consortium
Heather Hogen	Perkins Coordinator	RPS/ZED Consortium
Jami Schwickerath	Perkins Coordinator	RPS/ZED Consortium
Sarah Ness	Perkins Supervisor	Southeast Service Coop
Will Ruffin	Perkins Supervisor	Rochester Public Schools–Equity & Engagement
Melanie Bersano	Regional Career Pathways Coordinator	Workforce Development Inc
Angie Richards	VP of Sales - Hospitality	Experience Rochester - Civic Center
Travis Bretzman	Manufacturing PR	McNeilus Steel
Heather Willman	RPS Director of Curriculum--Secondary	RPS Admin District
Molly Kappers	Ag Teacher	RPS Teacher Staff
Belinda Selfors	Superintendent	Stewartville High School
Diane Banach	Business Teacher	Pine Island High School
Matt Durand	Interim CTE Dean, Perkins Supervisor	RCTC
Aaron Davis	Faculty	RCTC

Prioritizing Needs (Optional)

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

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

Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1 =							
Priority 2 =							
Priority 3 =							
Priority 4 =							
Priority 5 =							

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

- | | | |
|---|---|----------------------------------|
| 1 = Comprehensive Local Needs Assessment (CLNA) | 5 = Special Populations (Pops) | 9 = Performance Gaps (Gaps) |
| 2 = Programs of Study (POS) | 6 = Work-based Learning (WBL) | 10 = Consortium Governance (Gov) |
| 3 = Workforce Innovation Opportunity Act (WIOA) | 7 = Early Postsecondary Credit Opportunities (PS) | 11 = Reserve Funds (Res) |
| 4 = Integrated Academic & Technical Skills (Skills) | 8 = Support to Professionals (Prof) | |

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIO A	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gap s	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: Work-based Learning						x					
Need B: Non -Trad students					x				x		
Need C: Increase Enrollment of Underrepresented Student Populations					x				x		x
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Expanding on and/or adding Programming	x	x									
Need B: Specialized Programming	x	x			x						

Prioritized Needs / Barriers:	Narratives to Address the Need										
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Career Exploration		x	x								
Need B: Equipment Improvement		x									
Need C: Expanding on and/or adding Programming	x	x		x							
Need D: Healthcare and Hospitality growth impact on other industries	x	x									
Need E: Dual Credit								x			
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Perkins Leaders Positions	x										x
Need B: Job-a-like Support								x			
Need C: Faculty/Staff Conferences and Trainings								x			
Need D: Teacher Licensure		x						x			
Need E: Stay up to date on Industry knowledge for Faculty								x			
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Career Exploration		x	x		x	x					
Need B: Specialized Programming		x			x				x		
Need C: Language Translation Services, Marketing and Communications					x						
Need D: Increase Enrollment of Underrepresented Student Populations					x				x		x
Need E: Equity Review of Programs					x				x		x

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

PRIORITIZED NEEDS

Element 1: Student Performance on Required Performance Indicators

E1-Need A: Work-based Learning

Secondary:

In reviewing the Minn State Secure Reports as well as Minn State's Performance Indicator Report, we found some areas of needs to focus on in the secondary realm. Work-Based Learning (WBL) was significantly impacted, particularly in light of the challenges posed by the COVID-19 pandemic. During the years affected by the pandemic, it's understandable that our WBL programs encountered setbacks. Many businesses faced closures or restrictions, preventing them from accommodating students for work experiences, especially in industries like manufacturing and healthcare where outside visitors were restricted. We must prioritize intentional efforts in the upcoming Perkins Plan to strengthen programming in districts and ensure students are enrolled in and placed in appropriate courses and placements.

The ACTE SPED Work-based Learning program in RPS has not undergone the program approval process. This matter will need to be addressed.

Post-Secondary:

As indicated by Advisory Board members, it is imperative to have internship/clinicals incorporated into the programming. It was also indicated at the RCTC Advisory Summit in January 2024 that building more job shadowing and internships is a need for RCTC and industry partners to create together.

E1-Need B: Non-Trad Students

Secondary:

Additionally, the enrollment of non-traditional students decreased by 5% during this period. This decline can be attributed to various COVID-related factors, including the limited interaction between students and counselors due to remote learning. The promotion of Career and Technical Education (CTE) courses was hindered by the online format, which made it difficult to engage non-traditional students effectively into programming. Concentrators also went down as with the COVID year as students were not participating in the CTE courses online. Additionally, opportunities for career exploration and exposure were curtailed, with canceled bus tours to businesses and restrictions on guest speakers in school buildings and classrooms. Career exploration, exposure and postsecondary preparation work in the past several years was also impacted by the increased focus on meeting basic needs, and supporting increased mental health demands. This impacted school counselor work in addition to school staff across the board.

RPS has a need to address the underrepresentation of females and females of color in computer science/IT courses. Our current data shows that only 17% of students enrolled in CS/IT courses are females.

Post-Secondary:

Non-traditional student enrollment remains below the baseline and continues to exhibit a downward trend. There is a need to do a deeper dive in the data to determine areas to focus on. After an initial review of the data the State Determined Performance Level for Grant Year 3 was 15.28% and the actual Performance Percentage was 15.35%. This number is down from year 2 (17.05%) and year 1 (17.45%). There is a need to understand why the number is declining.

E1-Need C: Increase Enrollment of Underrepresented Student Populations

Secondary:

Part of RPS's strategic plan is to increase enrollment and diversity of students who complete courses offering both high school and postsecondary credit, as well as to increase postsecondary and career readiness for all students.

Mayo Clinic Health Care Professionals of Color mentoring HSC students is currently in development. Initial meetings have been conducted to lay the groundwork for a mentorship program aimed at supporting students from underrepresented populations who are pursuing careers in healthcare. A dedicated group of Mayo Clinic employees is driving this initiative, and discussions have been held with district leadership to outline the program's framework

Post-Secondary:

2P1 Earned Recognized Postsecondary Credential performance rate of 33.37% continues to be much lower than the state average of 52.48%. There is a need to understand where the gaps are and if there are certain populations that need additional support.

See Element 5 Need D for more details on the need for mentoring and course completion.

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

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

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

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

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

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

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

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

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

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

PRIORITIZED NEEDS

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

E2-Need A: Expanding on and/or adding Programming

SECONDARY:

All Programs:

Based on the findings from the MDE Approved Programs of Study Database, it's apparent that there's a need to align course names across the consortium with **TABLE C** to ensure accurate coding of participants and concentrators.

Health Science

We leveraged the MDE Approved Program Database to create a comprehensive consortium-wide Program of Study spreadsheet, detailing the programs operating within the districts. This enabled us to cross-reference the programming across districts, facilitating the identification of strengths as well as areas requiring improvement. Through analysis of districts, programs, pathways, participants and concentrators, as well as licensed teachers, we identified areas requiring attention. Notably, healthcare emerged as a significant need in our region, particularly with the Mayo Clinic's five-billion-dollar expansion. However, our current programs only have one school offering this pathway, and while some districts provide fragments of a health science program, none are comprehensive.

To begin to address this gap, we organized a HealthCare Summit on January 23, 2024, bringing together districts, post-secondary partners, and Minnesota Department of Education Health Science Specialists to brainstorm solutions to develop and implement more health sciences pathways. Following this collaboration, four districts—Triton, Kasson-Mantorville, and potentially Hayfield as well as Stewartville—expressed interest in developing healthcare programming for the upcoming school year. A current barrier exists in the shortage of licensed teachers, along with approved programs. This initiative may require support from Perkins funds for curriculum development, professional development time to build the program, and acquisition of necessary equipment.

In response to workforce needs one district, RPS, will be piloting a Phlebotomy program in partnership with Mayo Clinic for the 2024-25 school year. This is the first step in what hopes to be a more extensive partnership to offer expanded pathway opportunities for students to meet increasing needs in the healthcare workforce. RPS continues to see increasing demand from students for HSC offerings, and is currently unable to meet the demand due to space, staffing and funding constraints. Building on the Mayo Clinic partnership can help address this.

Hospitality:

Another gap that warrants exploration is the hospitality and marketing pathway. Family and Consumer Sciences is a robust concentrator pathway within our program. However, while there has been a strong emphasis on culinary studies, the hospitality pathway remains largely unexplored. With the anticipated dramatic growth in hospitality and tourism in our region over the next five years due to the Mayo expansion, it is imperative that we address this need. Currently, we do not offer any secondary programs that cater to this industry. To effectively meet the demands of the region, we believe it is crucial to support the development of this pathway and allocate budgetary resources to facilitate its implementation. Hayfield is interested in establishing an outdoor classroom tailored specifically to culinary arts and cultivating products locally. Additionally, Byron is seeking to broaden its offerings in this domain by initiating a meat processing course.

Manufacturing:

Furthermore, the manufacturing industry is a continual area of growth. Through our CLNA work group, the engineering, manufacturing and transportation pathways were heavily favored as priority pathways, with over 50% more responses than any other pathway. Engineering and manufacturing pathways are well represented, while transportation remains an area of need, particularly with the absence of auto body programs and limited availability of auto mechanics programs across the region.

Information Technology:

Computer science is a growing pathway both statewide and within our region, with IBM and Mayo Clinic playing a pivotal role, particularly for RPS. Our Comprehensive Local Needs Assessment (CLNA) highlighted the presence of some computer science courses; however, there is a notable scarcity of robust pathways within the consortium. With the implementation of new state standards, some schools are beginning to establish the computer science pathway, and Perkins funding can play a supportive role in bolstering these programs.

Student Organizations:

Based on the survey data, it's clear that there is a strong presence of FFA chapters within the consortium, with all districts except ZED ALC having an active chapter. Additionally, among the eight districts in the consortium, five have FCCLA chapters, three offer BPA, two have DECA, and one hosts SkillsUSA. These student organizations serve as invaluable platforms for students to explore career options and refine leadership skills through competitive career skill competitions.

Student organizations are pivotal in nurturing well-rounded CTE students, thereby contributing significantly to the development of a robust workforce. Moving forward, it is imperative to continue supporting and addressing the identified gaps in student organizations. This focus will further enrich the overall development of students and reinforce the importance of these organizations in shaping future career paths. HOSA (Health Occupations Students of America) and E-Sports have emerged as areas of need within our programs.

POST-SECONDARY

At the Post-Secondary level we currently have many programs. The gap is in supporting area teachers to be informed of the programs and students understanding the local opportunities available to them. Surveys showed that the community and prospective students are not aware of the programs offered and program specific marketing is a major need. The Post-Secondary program in need for the Rochester region has been Cyber Security.

E2-Need B: ZED ALC

SECONDARY:

A significant revelation we found during the CLNA process was that the ZED Alternative Learning Center (ALC) currently provides only one operational approved program of study, Work-Based Learning. Over the past two years, our efforts have been focused on determining what offerings could be implemented to provide students with comprehensive programming. To address this deficiency, we recently introduced approved programs of study for Family and Consumer Sciences (FCS) and Agriculture, Food, and Natural Resources (AFNR) for the latter part of the school year. However, these programs require enhancements in both curriculum and equipment. By addressing these needs, our aim is to enhance the size, diversity, and quality of pathways available to the students enrolled at this institution.

POST-SECONDARY

Presently, there exists an Early/Middle College program with Rochester Public Schools ALC, which offers a college First Year Experience course. There is a potential to leverage this partnership by extending offerings to include Carpentry courses for students who excel in the First Year Experience course.

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: Career Exploration

SECONDARY:

A critical component in building effective programs of study is Career Exploration. Students benefit greatly from opportunities to explore various career paths through activities such as industry tours, job fairs, and online resources. Engaging in career exploration allows students to gain firsthand insight into different professions, helping them identify a career path that aligns with their interests, skills, and aspirations. By providing avenues for career exploration, students can develop a comprehensive understanding of potential career options and envision themselves thriving in their chosen field. Increasing awareness of available programs will also contribute to the growth of program participants and concentrators.

RPS has identified career exposure and exploration as a priority across the k-12 system. In the 2022-23 school year, the district had a team of counselors, administrators, and community partners examine current practices in the district, model programs, and student and parent input through the co-design process. As a result the district selected a college & career readiness platform (Xello) that will be implemented district wide starting in the 2024-25 school year. During the 2023-24 year the district is realigning the role of the counselors to increase support of postsecondary readiness including career exploration k-12, providing staff development to counselors to support the work, and bringing k-12 counselors together with teachers to write a cohesive curriculum that will support the resources Xello provides and ensures that all RPS students receive a consistent postsecondary readiness program that has a strong foundation in student-identity, self-discovery and career exposure and exploration. We will continue to provide staff development in this area, including a team attending the ASCA National Conference in July.

POST-SECONDARY

As stated above, it is critical to continue career exploration opportunities for students. Surveys showed that the community and prospective students are not aware of the programs offered and program specific marketing is a major need. There is a need for RCTC faculty and staff to participate in regional events and host events on campus to meet the needs of the region. There are current partnerships that have needs to continue the annual events and there is a need to explore new opportunities and partnerships in the region.

E3-Need B: Equipment Improvement

SECONDARY:

Numerous CTE programs face challenges due to the absence of crucial equipment or the presence of outdated equipment. This holds true across various industries and is not limited to any particular discipline. Industry partners have been guiding us to what equipment gaps we need to address.

POST-SECONDARY

Several programs have been utilizing outdated technology and equipment not up to industry standards for decades. Advisory Board members continue to stress the need at Advisory Board meetings to improve equipment in labs to match what is being used currently in industry. We will be launching a new Cyber Security Program that will need equipment to match industry level equipment.

The FAST program has been operating a Boiler from the 1970's. At the spring 2024 Advisory meeting, an industry partner from Mayo Clinic shared information about trends with Boilers and there is a need to upgrade the equipment in the FAST lab to match what is being used out in the industry. The Boiler we have is still used in industry but many are getting replaced with Boilers that are more energy efficient and have the 2019 revision of the Delta V control systems.

There is a need to upgrade the fleet of vehicles for the Peace Officer Program. The program has been training students in Crown Victorias and Sedan's. While these were the premier vehicle at one time, over the last ten years most agencies at the state, county and city level have transitioned to using Sport Utility Vehicles (SUVs). We currently have zero SUVs in the college training fleet and need to incorporate a few at a time to eventually turn the fleet over completely in the next 3-5 years. As Ken Wickelgren, Skills Program Coordinator, stated, "90% of patrol cars are SUVs and we are training out of class. We need to keep up with the industry."

E3-Need C: Expanding on and/or adding Programming
SECONDARY:

Healthcare Programming

Through our comprehensive analysis, we have identified several gaps in the region's educational offerings. One prominent gap is in the field of health sciences, where our current programming falls short in adequately preparing students for careers in this sector. Given the significant demand for skilled healthcare professionals, it is imperative that we bolster our programming in this area to better serve our students and meet the needs of the community.

Hospitality Programming

Furthermore, with the anticipated growth in the hospitality industry, it is essential that we proactively support the establishment of programs in this field. Currently, there are no offerings for courses in marketing specific to hospitality, despite the promising outlook for this sector. By investing in and fostering the development of such programs, we can equip students with the skills and knowledge needed to succeed in this rapidly expanding industry.

Built Programming

Both the health sciences and hospitality programs will have significant ripple effects across various sectors, including machine maintenance, building services, construction, electrical work, and plumbing. To meet the demands of these industries, we must provide swift and targeted training to prepare students for entry into these fields. By equipping students with the necessary skills and knowledge, we can ensure they are well-positioned to contribute to the construction and maintenance of projects in these sectors.

Strengthen Advisory Committees

There continues to be a need to fully implement and strengthen advisory committees. Industry representation needs to be increased, and there is an opportunity to add student voice especially in computer science/IT.

POST-SECONDARY:

As stated in Element 2 Need A the gap on the Post-Secondary level is in supporting area teachers to be informed of the programs and students understanding the local opportunities available to them. Surveys showed that the community and prospective students are not aware of the programs offered and program specific marketing is a major need.

All Programs of Study are supported by Labor market data, Advisory Board recommendations, and Employer Feedback.

E3-Need D: Healthcare and Hospitality growth impact on other industries
SECONDARY:

The growth in healthcare will have a ripple effect, impacting numerous other sectors. Examples include: increased demand for additional childcare services, advancements in manufacturing to support medical equipment production, transportation logistics for healthcare supplies, government and public administration adapting policies and regulations and supporting increase in permitting and inspection needs, innovations in food production and processing systems to meet dietary needs, and enhanced entertainment offerings catering to those traveling to the area for health care, healthcare-related content and leisure activities.

POST-SECONDARY:

While the nursing program at RCTC continues to be a well known program it is imperative that we strengthen the knowledge for teachers and students around the opportunities for programs that are highly needed to support the healthcare sector in the Rochester region.

E3-Need E: Dual Credit

SECONDARY:

Earning college credit while in high school is a great benefit to students as it allows these students to advance academically, explore their interests, and prepare for success in college as well as into the workforce. PSEO, concurrent enrollment, and articulated credit courses allow students to try pathways and see success before entering the program.

Based on the RPS district strategic plan, Objective 4 reads “Increase the number and diversity of students who complete courses offering both high school and postsecondary credit” describing the need to support the dual credit opportunity in increasing the number of diverse students completing such offerings.

POST-SECONDARY:

Articulated College Credit has been around in Minnesota for many decades and has seen several adjustments along the way. Since the disruption of COVID to ongoing committee work, an advisory group has not been meeting. There is a need for organized efforts in governance at the state and regional level.

In assessing the challenges of expanding Concurrent Enrollment in CTE, it's apparent that aligning high school teacher credentials with college requirements is essential. While some high school teachers may be nearing the necessary credentials, additional support is required to bridge this gap. To address this issue, we have initiated pilot programs with support from experts in Credit for Prior Learning (CPL). However, there remains a need for further workshops and guidance to assist teachers in fulfilling credentialing requirements effectively.

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: Perkins Leaders

CONSORTIUM-WIDE:

In order to support the Recruitment, Retention, and training of CTE professionals we also need to address the lack of understanding of Perkins knowledge with Administrators. In accordance with federal and state laws governing the allocation of Perkins funds, our consortium has established Perkins Leadership. Perkins V necessitates local consortia leaders and governance boards to effectively implement its provisions and tailor career and technical education programs to the specific needs and opportunities of each community. Perkins Coordinators and local governance board ensures that stakeholders, including educators, employers, parents, and students, have a voice in shaping CTE initiatives that align with local workforce demands and economic priorities. It enables the customization of educational pathways to meet the unique challenges and opportunities present in each region, fostering collaboration among local partners to maximize resources and support student success. Moreover, local governance promotes accountability and transparency in the use of Perkins V funds, ensuring that investments in CTE programs yield meaningful outcomes for learners and contribute to the vitality of local economies.

E4-Need B: Job-alike Support

SECONDARY:

Professional development tailored to specific disciplines across the consortium has proven highly beneficial, providing valuable time for collaboration and networking among teachers. Our support for Family and Consumer Sciences (FCS) teachers, for instance, has involved organizing two days annually dedicated to relevant professional development activities. During these sessions, teachers have the opportunity to discuss pertinent topics, exchange ideas, and enhance their curriculum through collaboration with peers teaching similar courses. The positive feedback received suggests that continuing such initiatives is essential for fostering collaboration and knowledge-sharing among educators.

Expanding this model to other pathways within the consortium could similarly facilitate networking and collaboration among teachers. By providing dedicated time and resources for teachers in various disciplines to come together, we can create opportunities for them to address concerns, share best practices, and collectively problem-solve solutions, ultimately enhancing the quality of education across the consortium. This collaboration will be instrumental as we progress into program approvals next year.

POST-SECONDARY:

There is a need to build or strengthen relationships between Secondary and Post-Secondary programs of study. There is a need to educate the area Counselors on RCTC programs by conducting an annual training on campus. This is critical in order to retain our programs which is critical in retaining our faculty.

E4-Need C: Faculty/Staff Conferences and Trainings**CONSORTIUM WIDE:**

There is a need to annually explore CTE best practices around the nation. There are constant changes to the industry and a need for our faculty and staff to remain up to speed on the latest innovations that we should be implementing locally.

SECONDARY:

Professional development is a critical need to ensure that teachers bring the most up-to-date practices to the classroom. We strongly encourage staff to take advantage of professional development opportunities to enrich their understanding of current practices, especially considering emerging trends in sectors such as early childhood education, healthcare, and hospitality. These sectors are experiencing significant changes and advancements, and staying abreast of the latest developments is crucial for providing high-quality education and services to our students and clients. By investing in ongoing professional development, our staff can remain at the forefront of their respective fields, ensuring they are well-equipped to meet the evolving needs and demands of our communities.

POST-SECONDARY:

There is a critical need to provide training for equity across the RCTC campus. To address this, implementing a campus-wide membership program would offer additional professional development training opportunities for faculty and staff, focusing specifically on promoting equity and inclusivity in all aspects of education and campus life.

Furthermore, to bolster Career and Technical Education (CTE) at various levels—local, regional, state, and federal—it is imperative to provide training on state and federal education policies related to CTE. This training would equip educators and administrators with the necessary knowledge and skills to navigate and leverage policy frameworks effectively, ensuring the alignment of CTE programs with legislative requirements and best practices. By investing in comprehensive policy training, educational institutions can strengthen their capacity to advocate for and implement high-quality CTE initiatives that meet the diverse needs of students and promote workforce development.

E4-Need D: Teacher Licensure**SECONDARY:**

Licensed teachers are in high demand within our consortium. In the last two years, Perkins funding has been allocated towards addressing this need through collaboration with the Lakes Country Coop Alternative Teacher Licensure program, resulting in some teachers obtaining licensure. However, the demand for licensed teachers remains significant as we found when creating our consortium Program of Study spreadsheet. To further address this pressing issue, in January 2024, we initiated a partnership with the Southeast Service Coop to assist with teacher licensing costs utilizing MDE's Career and Technical Education Grant. This collaborative effort aims to bolster the pool of licensed teachers within our consortium and better meet the educational needs of our students. Perkins will provide support to these teachers by arranging substitutes so they can take the necessary time off to focus on fulfilling their licensure requirements.

POST-SECONDARY:

NA

E4-Need E: Stay up to date on Industry knowledge for Faculty**SECONDARY:**

NA

POST-SECONDARY:

Faculty were surveyed and the response around professional development was there isn't enough offered or it is not relevant to their field. They also stated that they are overwhelmed during the school year meeting student needs. There is a need to offer training that is relevant and offered at a time that fits around the teaching schedule. We need to support paid externships for faculty to engage in robust, relevant industry-aligned training that embraces the look of today's workforce.

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: Career Exploration

CONSORTIUM-WIDE:

There is a significant need to continue to build on the career exploration offerings in the area. Below are the current programs supported and additional opportunities will be explored.

1. Middle School Summer Camp
2. High School Career Exploration

Events supported

1. STEAM
2. Cannon Falls Career Fair
3. Welding Competition
4. Construct Tomorrow
5. Discover Healthcare/Midwinter Regional HOSA competition
6. Industry tours

SECONDARY:

During the survey phase of the CLNA process, it was revealed that not all students are aware of CTE programming. To delve deeper into students' understanding of CTE, some expressed that they face obstacles preventing their participation in programming. We're also aware that some CTE programs have lower attendance compared to others which create variations in participant and concentrator numbers. For more details, please see Element 3.

POST-SECONDARY

There is a need for RCTC faculty and staff to participate in regional events and host events on campus to meet the needs of the region. There are current partnerships that have needs to continue the annual events and there is a need to explore new opportunities and partnerships in the region.

E5-Need B: Specialized Programming

SECONDARY:

Alternative Learning students encounter constraints in accessing programming opportunities. Factors such as student enrollment and class sizes contribute to the omission of certain pathways, thereby limiting students' awareness of the complete spectrum of available options. This shortfall impedes Alternative Learning students' capacity to explore diverse pathways, potentially obstructing their educational and career progression. It is imperative to undertake initiatives aimed at broadening and diversifying programming for Alternative Learning students. These efforts are vital to providing equitable access to educational opportunities, enabling students to pursue pathways aligned with their interests and aspirations.

The ZED ALC identifies that 70% of the students are non-proficient readers. Extra support is integral to encourage experiential, hands-on, project-based learning to address the students' needs. Additionally, diverse learning needs will be met through the inclusion of instructional videos, allowing students to learn in various ways and accommodating different learning styles.

CTECH: The Career and Technical Education Center at the Heintz Center is a specialized program that offers students exposure to multiple pathways with industry connections. With the continued increase of students served at CTECH, equipment turnover is high and upgrades are necessary to maintain alignment

with industry standards. Additionally, CTECH offers several industry recognized certifications which require professional development for staff. Moreover, in an effort to market and create a healthy pipeline of highly skilled career and technical education students, career exploration is necessary.

POST-SECONDARY:

Post-Secondary has an established and nationally recognized partnership with Hawthorne Education Center (ABE), Workforce Development Inc., United Way of Olmsted County, and Mayo Clinic in the Bridges to College and Careers - Bridges to Healthcare project which currently has three direct pathways: 1) Healthcare Career, 2) Administrative Office Professional Career, and 3) Early Childhood and Elementary Education Career. Current industry certifications offered at ABE are Adult CPR/AED and Certified Nursing Assistant. This partnership continues to be needed in the region and will continue to be supported. **Further work is needed in building relationships with the Rochester Public Schools Alternative Learning Center. There is potential to explore partnerships with the Carpentry program at the ALC.**

E5-Need C: Language Translation Services, Marketing and Communications

SECONDARY:

Analyzing survey data from districts, students, and parents revealed a significant disparity in perceptions regarding equal access to Career and Technical Education (CTE) programs. While districts indicated that CTE programs are well marketed to all students and that access is not an issue, students and parents expressed a different perspective. Many students and parents reported limited familiarity with CTE programs beyond Agriculture, Food, and Natural Resources (AFNR) or Family and Consumer Sciences (FCS). Additionally, some students felt that the scheduling of these courses often conflicted with other classes, and due to school size and class numbers, these courses were only offered at specific times. This disconnect underscores the importance of enhancing communication and accessibility to ensure that all students have equitable opportunities to explore and participate in CTE programs.

Upon reviewing the concentrator report, disparities are evident in programs between students from disadvantaged backgrounds and those who are non-disadvantaged. Notably, in the AFNR pathway, animal systems is offered in most schools, yet only 19% of disadvantaged students are enrolled in that course. Similar disparities are observed in the Business pathway, where only 14% of disadvantaged students are taking accounting and just 11% are enrolled in business management. Furthermore, in the Transportation pathway, there is a notable disparity among students in special education services, with only 19% of eligible students participating. Similarly, in the Family and Consumer Science program, just 17% of students receiving special education services are enrolled. These findings highlight the need to address disparities and ensure equitable access to educational opportunities for all students.

Exploring different marketing strategies, funding has been previously allocated for the creation of program brochures over the past two years. These brochures aim to highlight various pathways and programs available to students. However, these brochures have not been printed yet, so the need remains.

POST-SECONDARY:

Although we have started a targeted marketing campaign, we realize we have a ways to go to reach all audiences using multiple mediums, including the translation of the messages. The translation of program informational and promotional materials into languages other than English will be necessary to increase access opportunities for all prospective students. We will seek translation services for marketing and program information materials into languages other than English. We also will seek external partnership(s) to reach and engage with many different cultures.

E5-Need D: Increase Enrollment of Underrepresented Student Populations**SECONDARY:**

Mayo Clinic Health Care Professionals of Color mentoring HSC students is under development. Initial meetings have taken place to establish a mentor program for students from underrepresented populations entering the healthcare field. There is a desire by a group of Mayo Clinic employees to develop this program, and meetings have taken place with district leadership to outline a plan. Next steps include meeting with HSC instructors to receive feedback, and identify potential students. The goal is to have mentors/mentees in place next year.

POST-SECONDARY:

Post-secondary data reveals a notable gap in course completion among men of color. Recognizing this disparity, there is a pressing need to implement support initiatives for this student demographic. In response, the Men of Color Scholars Initiative (MOCSI) was piloted in FY24. MOCSI serves as a mentoring program designed to establish a supportive network both within and outside the college, offering opportunities for the enhancement of personal, academic, and professional skills. The primary objective of MOCSI is to bolster the retention and academic success of underserved, underrepresented, and underprivileged male students.

E5-Need E: Equity Review of Programs**SECONDARY:**

NA

POST-SECONDARY:

In collaboration with Workforce Development Incorporated, there has been work in the Rochester region to address the gap in females of color in the Built Environment. A Bloomberg grant has been received to support the work and there is a need to weave Perkins time/funding with this work.

The Inclusive Workforce Employer (I-WE) Designation is supported by the Workforce Development Board of Southeast Minnesota and the Winona Workforce Development Board. It was established by the Regional Workforce Alliance of Northwest Minnesota to support and recognize employers who:

- Express a commitment to an inclusive workplace in their stated values, mission or policies.
- Assess how diversity, equity and inclusion influence their work and culture.
- Provide diversity, equity and inclusion education for staff and leadership.
- Allocate resources to support and sustain an inclusive and equitable workplace.

<https://workforcedevelopmentinc.org/programs/i-we-program/>

The work will start with the Carpentry program at RCTC with review of other programs to determine future expansion.

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:	\$238,308.38	\$35,122.13	\$273,430.51
Postsecondary Allocation:	\$431,239.73	\$35,122.13	\$466,361.86
Total Consortium Allocation:	\$669,548.11	\$70,244.26	\$739,792.37

*Amount in C3 was updated from \$35,112.13 to \$35,122.13

INSERTING ADDITIONAL ROWS
<i>To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):</i>
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
<i>Data entry on the four "Funding" tabs includes the following reminders:</i>
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.
STEP #2	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. D. Enter the dollar amount under the appropriate Narrative column (#1-10). 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. 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."
	Enter Budget Line Items on the Reserve Funding SEC 475 worksheet. A. Select appropriate UFARS code using arrow to the right of the cell. B. Enter a description of the item. 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.

STEP #3	<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>

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.

RPS Perkins Coordinator at 25% \$38,430 (Narrative 10/Element 4) for the salary to coordinate the Perkins grant. Combined benefits for the RPS Coordinator are \$10,108.76. Substitute teacher salaries are \$32,000 (Narrative 8) for CTE staff attendance at conferences, professional development and career exploration activities. The combined benefits for the substitute teachers are \$5488. 185 Other Salary Payment for ZED Perkins Laisions \$3,500 (Narrative 1/Element 4), Middle School Summer Career Academy Instructor Stipends \$8,000 (Narrative 2/Element3). The Middle School Sumemr Career Academy Instructor stipends will provide staffing for a summer "camp" that provides for career exploration in multiple pathways for students who will be entering 7th & 8th grade.

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.

303/304 ZED Perkins Coordinator Salary at 0.6 FTE = \$69,300 (Narrative 10/Element 4). 303 CTE Articulated Credit Portal \$1907.47 (Narrative 7/Element 3). 303 Program Brochures for student recruitment \$1,000 (Narrative 2/Element 5). Student transportation at \$25,488 for student transportation (Narrative 2/Element 3) for career exploration and strengthening student organizations events. Professional development at \$16,383.73 (Narrative 8) for CTE staff and Perkins leaders as a way to stay current on best practices and workforce/industry needs. Out of state travel at \$12,500 (Narrative 8) for the ACTE Vision and Policy conferences for CTE staff and Perkins leaders to stay current on best paractices and workforce/industry trends.

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.*

461 Standardized tests/Industry recognized certifications including ServSafe and OSHA10-\$6000 (Narrative 2). 430 Supplies for Middle School Summer Career Academy \$2379.49 (Narrative 2/Element 3) This will go towards supplies for the instructors of the Academy to offer hands on activities that highlight skills in the different pathways.

*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.*

See Reserve Narrative

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.*

Rochester Public Schools is collecting this indirect cost for time of managing and processing all transactions of the Perkins Grant. \$11,915.42 of basic and \$1756.11 from Reserve.

*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.*

POS/Element 3/Narrative 2, 11--Welch Allyn Spot Vital Signs Monitor Mobile Stand, \$950, Geek Pi microbit V@ Club Kit--2, \$456, Vilros BBC Micro Bit V2 Project Starter Kit--3, \$119.97, Geek Pi Basic Starter Kit, \$209.97, Canine Vet Trainer, \$2999.00, Feline Vet Trainer, \$1999.00, LabQuest--(6), \$2394, Dewalt Miter saw, 12 Inch Double Bevel Sliding Compound, \$239 + \$26.11 shipping, Quick & Accurate Miter Angles, Corded (DWS779), DEWALT Miter Saw Stand with Wheels, Collapsible and Portable, \$299, Convection Range, \$2504.40, Dough Sheeter, \$849, Blackstone Griddle, \$1200, Vertical Smoker. \$660, Vertical Pellet Smoker, \$1599.99, Big Bite Meat Slicer, \$499.99, 3-1 Shear Brake Roll Machine, \$2,299, 15 copies-Poachers Caught!: Adventures of a Northwoods Game Warden, \$300, Spot Welder, \$6,000, 6 Cuisinart Waffle Makers, \$359.34, 6 4-Slice Waffle Maker, \$479.94, Heat Press (8 in 1), \$1742.45, Vevor Safety Cabinet, \$244.95, Avantco Food Dehydrator, \$199.99, Electric Sausage Stuff, \$649.00, Career Connections Curriculum, \$1,480.71, Stainless Steel Culinary Tables, \$764.95, Dustless Sanding System \$1,840.26

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Coordinator Payroll	PS Consortium Leader 100%								\$30,000.00		\$117,547.25	\$117,547.25
PD	Faculty Externships											\$30,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$117,547.25	\$147,547.25
POS/FAST	Boiler		\$100,000.00									\$100,000.00
POS/Peace Officer	5 SUV's		\$50,000.00									\$50,000.00
POS/Surg Tech	3 Surg Tech Beds		\$51,000.00									\$51,000.00
POS/Health-EMR	CPR Adult Manikin		\$8,700.00									\$8,700.00
POS/Nursing	Pyxis System		\$6,996.00									\$6,996.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$216,696.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$216,696.00
Career Awareness	Middle School Summer Camp; Career Explore Support; CTE Events; POS Bus Trips		\$20,000.00									\$20,000.00
Equity Partnerships	NAPE, IMAA, translation, outreach					\$5,150.00						\$5,150.00
Early College	CTE Credit MN Portal/Articulation Support							\$2,742.85				\$2,742.85
Student Retention	SkillsUSA		\$7,500.00									\$7,500.00
PD	ACTE; NACTE; MSCA; MACTA; WIOA/WDI; Perkins Leaders; Counselors; Conferences							\$29,590.00				\$29,590.00
												\$0.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$27,500.00	\$0.00	\$0.00	\$5,150.00	\$0.00	\$2,742.85	\$29,590.00	\$0.00	\$0.00	\$64,982.85
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$2,013.63	\$2,013.63
2024-2025 Proposed Budget		\$0.00	\$244,196.00	\$0.00	\$0.00	\$5,150.00	\$0.00	\$2,742.85	\$59,590.00	\$0.00	\$119,560.88	\$431,239.73

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

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

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.*

Postsecondary Perkins Coordinator at 100% \$117,547.25 (Narrative 10) for the salary and benefits to coordinate the Perkins grant. Faculty Externship \$30,000.00 support to get faculty back in industry post COVID. (Element 4/Narratives 8 & 10).

*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.*

FAST Lab Upgrade with new Boiler \$100,00.00; Element 2/Narrative 2; expand size, scope, and quality of this high-demand training program. Expand Peace Officer Program, \$50,000.00 through implementation of SUV training equipment upgrades; equipment upgrade for Surgical Technology \$51,000 with 3 new surgical technology beds; Upgrade and diversify equipment for EMT \$8,700.00 with new CPR Adult with diverse skin tone; Element 3/Narrative 2; Support Nursing with Pyxis System \$6,996.00.

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.*

Equity Partnership \$5,150.00 - contract with external agencies for language translation of promotional and program information, (Element 5 -Narrative 5). Equity and Inclusion - support special pops/non-trad via supports and/or coordinator travel, participation in NAPE, I-WE Designation, (Element 5/Narrative 5, 8, 11). Career Awareness = \$20,000; Middle School Summer Career Academy transportation to increase career awareness and exposure, (Elements 1, 3/Narrative 2, 3). POS Bus Trips and Career Exploration event support. (Elements 1, 3, Narrative 2, 3). Professional development \$29,590.00 state and national conferences/PD, (Element 4/Narrative 8). Early college CTE CreditMN Portal \$2,742.85.00 and travel/related coordinator expenses. (Element 3, Narrative 7) SkillsUSA pilot Chapter formation and competition attendance support \$7,500.00 (Element 2, 3, Narrative 2)

*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.*

We are proposing to spend: Administrative/Indirect Cost (<5%); \$2,013.63 Basic and \$122.13 Reserve.

*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.*

Equity Partnership \$5,000.00 – Braided funding with Workforce Development Inc pursuing Inclusive Workforce Employer Designation for Carpentry program. (Element 5 - Narrative 5, 11). Equity and Inclusion \$30,000.00 - support special pops through new pilot MOCSI Student Mentoring program. (Element 1, 5, Narrative 5 & 11).

Consortium Plan: Budget Summary 2022-2023

Rochester/ZED **July 1, 2024 - June 30, 2025 (FY25)**
Budget by Application Narratives

DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs

Narrative 1: CLNA	Secondary	\$3,500.00		\$3,500.00
	Postsecondary		\$0.00	\$0.00
	Total	\$3,500.00	\$0.00	\$3,500.00
Narrative 2: Programs of Study	Secondary	\$42,867.49		\$42,867.49
	Postsecondary		\$244,196.00	\$244,196.00
	Total	\$42,867.49	\$244,196.00	\$287,063.49
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	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$5,150.00	\$5,150.00
	Total	\$0.00	\$5,150.00	\$5,150.00
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 7: Early College	Secondary	\$1,907.47		\$1,907.47
	Postsecondary		\$2,742.85	\$2,742.85
	Total	\$1,907.47	\$2,742.85	\$4,650.32
Narrative 8: Support for Professionals	Secondary	\$66,371.73		\$66,371.73
	Postsecondary		\$59,590.00	\$59,590.00
	Total	\$66,371.73	\$59,590.00	\$125,961.73
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 10: Governance	Secondary	\$123,661.69		\$123,661.69
	Postsecondary		\$119,560.88	\$119,560.88
	Total	\$123,661.69	\$119,560.88	\$243,222.57
Narrative 11: Reserve Funds	Secondary	\$35,122.13		\$35,122.13
	Postsecondary		\$35,122.13	\$35,122.13
	Total	\$35,122.13	\$35,122.13	\$70,244.26
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$7,579.04		\$7,579.04
	Postsecondary		\$2,135.76	\$2,135.76
	Total	\$7,579.04	\$2,135.76	\$9,714.80
PLAN TOTALS	Secondary	\$273,430.51		\$273,430.51
	Postsecondary		\$466,361.86	\$466,361.86
	Total	\$273,430.51	\$466,361.86	\$739,792.37

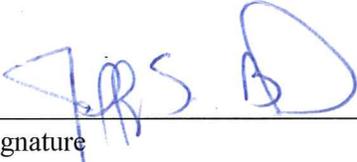
COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

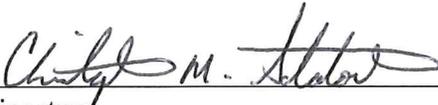
	Basic	Reserve	Total
Secondary Allocation	\$238,308.38	\$35,122.13	\$273,430.51
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$431,239.73	\$35,122.13	\$466,361.86
Budget Over /Short	\$0.00	\$0.00	\$0.00

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
	<u>4/24/24</u>
Signature	Date
email: <u>jeffery.boyd@rctc.edu</u>	
Phone: <u>507-285-7215</u>	

District Name: <u>Blooming Prairie Public Schools</u>	
District Number/Type: <u>0756</u>	
Superintendent's Name - (Print): <u>Christopher M. Staloch</u>	
	<u>4-9-2024</u>
Signature	Date
email: <u>Cstaloch@blossoms.k12.mn.us</u>	
Phone: <u>507-381-5265</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
	<u>4/20/21</u>
Signature	Date
email: <u>jeffery.boyd@rtc.edu</u>	
Phone: <u>507-285-7215</u>	

District Name: <u>Byron Public Schools</u>	
District Number/Type: <u>0531</u>	
Superintendent's Name - (Print): <u>Dr. Michael Neuback</u>	
	<u>4-15-24</u>
Signature	Date
email: <u>mike.neuback@byron.k12.mn.us</u>	
Phone: <u>507-775-2383</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
Signature <u>J. Boyd</u>	Date <u>4/20/24</u>
email: <u>jeffery.boyd@rctc.edu</u>	
Phone: <u>507-285-7215</u>	

District Name: <u>Hayfield Public Schools</u>	
District Number/Type: <u>0203</u>	
Superintendent's Name - (Print): <u>Gregg Slaathaug</u>	
Signature <u>Gregg Slaathaug</u>	Date <u>4/15/24</u>
email: <u>gslaathaug@hayfield.k12.mn.us</u>	
Phone: <u>507-671-1557</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
Signature <u>Jeffery Boyd</u>	Date <u>4/26/24</u>
email: <u>jeffery.boyd@rctc.edu</u>	
Phone: <u>507-285-7215</u>	

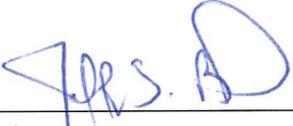
District Name: <u>Kasson-Mantorville Schools</u>	
District Number/Type: <u>0204</u>	
Superintendent's Name – (Print): <u>Dr. David Thompson</u>	
Signature <u>Dr. David D. Thompson</u>	Date <u>4/15/2024</u>
email: <u>david.Thompson@Komets.K12.mn.us</u>	
Phone: <u>507-358-1025 / 507 634-1100</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
	<u>4/24/24</u>
Signature	Date
email: <u>jeffery.boyd@rctc.edu</u>	
Phone: <u>507-285-7215</u>	

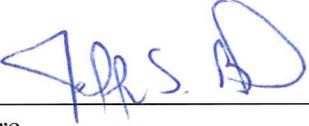
District Name: <u>Pine Island Public Schools.</u>	
District Number/Type: <u>255</u>	
Superintendent's Name - (Print): <u>Tonya Constantine</u>	
	<u>4/22/24</u>
Signature	Date
email: <u>Tonya.Constantine@pineisland.k12.mn.us</u>	
Phone: <u>507-354-4849 (or 8326)</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester / ZED

College: <u>RCTC</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
	<u>4/26/24</u>
Signature	Date
email: <u>jeffery.boyd@rctc.edu</u>	
Phone: <u>507-285-7215</u>	

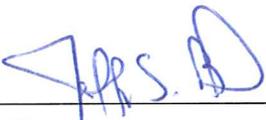
District Name: <u>ISD 535 Rochester Public Schools</u>	
District Number/Type: <u>ISD 535</u>	
Superintendent's Name - (Print): <u>Kent Pekel</u>	
	<u>3/26/24</u>
Signature	Date
email: <u>kepek@rochesterschools.org</u>	
Phone: <u>651-271-3632</u>	

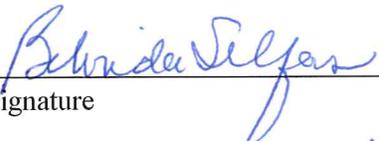
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
	<u>4/26/24</u>
Signature	Date
email: <u>jeffery.boyd@rtc.edu</u>	
Phone: <u>507-285-7215</u>	

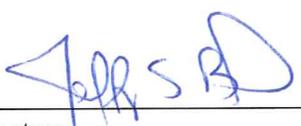
District Name: <u>Stewartville Public Schools</u>	
District Number/Type: <u>0534</u>	
Superintendent's Name – (Print): <u>Belinda Selfors</u>	
	<u>04/17/2024</u>
Signature	Date
email: <u>belinda.selfors@ssdtigers.org</u>	
Phone: <u>507-533-1438</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
	<u>4/26/24</u>
Signature	Date
email: <u>jeffery.boyd@rctc.edu</u>	
Phone: <u>507-285-7215</u>	

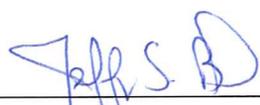
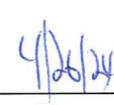
District Name: <u>Triton Public Schools</u>	
District Number/Type: <u>2125</u>	
Superintendent's Name - (Print): <u>Craig Schlichting</u>	
	<u>4-15-24</u>
Signature	Date
email: <u>Schlich@triton.k12.mn.us</u>	
Phone: <u>507-418-7530</u>	

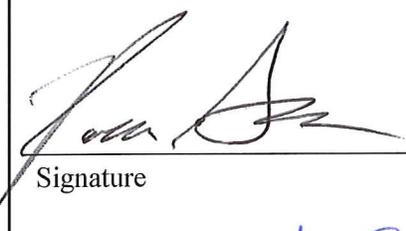
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Rochester/ZED

College: <u>Rochester Community and Technical College</u>	
College President's Name (Print): <u>Jeffery Boyd</u>	
	
Signature	Date
email: <u>jeffery.boyd@rtc.edu</u>	
Phone: <u>507-285-7215</u>	

District Name: <u>Zumbro Education District</u>	
District Number/Type: <u>leda</u>	
Superintendent's Name - (Print): <u>Patrick Gordon</u>	
	
Signature	Date
email: <u>pgordon@zumbroed.org</u>	
Phone: <u>507 634 2031</u>	

(Duplicate as needed)