

# Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2024 – June 30, 2025 (FY25)
<b>Consortium Name:</b>	Runestone
<b>Total Award Budget:</b>	\$ 279,987.41

### 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.

Alexandria Technical and Community College	
Alexandria Public School District 206	
Brandon-Evansville Public School District 2908	
Minnewaska Area School District 2149	
Osakis Public School District 213	
Parkers Prairie Public School District 547	
Sauk Centre Public School District 743	
Runestone Area Education District 61-6014	

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

## Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Accounting	Both	Y	Y	Y	198	15
General Management	Both	Y	Y	Y	171	35
Merchandising	Both	Y	Y	N	173 (Mktg Communications)	6
Construction	Both	Y	Y	Y	480	17
Production	Both	Y	Y	Y	259	56
Manufacturing— Production Process Development	Both	Y	Y	Y	101 (Engineering/STEM)— Mftg)	28
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	22 (Auto Mechanics) 186 (Transportation— Alt and Basic)	65
Teaching Training	S-R	N	Y	Y	13 (Early Childhood)	19
Information Support Systems	S-R	Y	Y	Y	88	5
Design Preconstruction	S-R	Y	Y	N	110	18
Facility and Mobile Equipment Maintenance (Aviation)	Both	Y	Y	Y	16	23 (NCTC)
Agribusiness Systems	Both	Y	Y	N	176 (Plant Systems)	26 (CLC)
Restaurants and Food Beverage Service	Funding	N	Y	Y	206	4 (CLC)

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)

<b>NEED A: Business &amp; Industry Partnerships</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (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"/>
Business and industry are important to our secondary schools as well as our college. Advisory committee minutes identify over and over the need to continue these relationships so students have many opportunities to understand the in-demand careers in our communities. Opportunities can include: presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, etc.					
<b>2. Strategies to address need: Strengthen POS Through Involvement of Business &amp; Industry Partnerships</b>					
Support partnerships with regional business and industry through their involvement as: presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, judges at local career related competitions. Bringing a better awareness to students of high skill, high way and in-demand careers within our region and the program pathway to those same careers. <b>**Funding under Narrative 3</b>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<b>Minimum of 50</b> business and industry involved and the areas of involvement ( <b>listed above</b> ) have either been maintained or increase in FY25.					

<b>NEED B: Equipment</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (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"/>
When CTE teachers were surveyed on whether their shops/labs reflected current workplace, industry and/or occupational practices and requirements, 50% stated "yes." The other 50% either stated "no" or were unsure. Equipment is the costly area within those shops/labs and funding isn't always available to keep everything updated to industry standards.  At the college level, 46% of the faculty stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation					
<b>2. Strategies to address need: Support Equipment Needs Within Programs of Study</b>					
Equipment needs that have been identified on the <b>Secondary CTE Survey of Needs</b> that also aligned with one of the POS on <b>Runestone_SRPOS and Funding Priorities FY25</b> spreadsheet will be supported with Perkins V funds so that these programs better reflect current workplace, industry and/or occupational standards. For post-secondary there is an equipment request form that is currently be implemented. Those requests that align with the <b>Runestone_SRPOS and Funding Priorities FY25</b> spreadsheet will be supported upon approval from the college deans once that process has been completed.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<b>Based on program needs identified from the Secondary CTE Survey of Needs, equipment will purchased and in place by November 1, 2024.</b>					

NEED C: Effective Advisory Committees		This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (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"/>
While advisory committees are active and conducted as required at the post-secondary level, many of our secondary CTE teachers are struggling with what makes a quality advisory committee. Our consortium did have a number of secondary CTE teachers that were members of some of our college advisory committees at one time, but those numbers have dropped. Working on getting them involved with our college CTE advisory so they have more connections with business and industry is one priority in this area. Some professional development on how to have an effective CTE advisory committee is the other priority in this area.						
<b>2. Strategies to address need: Provide Secondary CTE Teachers PD on Effective Advisory Committees</b>						
Runestone consortium coordinator for secondary will collaborate with both secondary and post-secondary on best practices with regards to CTE Advisory Committees. Professional development will be provided in several ways to ensure all secondary CTE teachers have a chance to attend. <b>**Funding under Narrative 9</b>						
<b>3. Measurable Outcomes (report results in next APR):</b>						
Minimum of 75% of all secondary CTE faculty in the Runestone Consortium will have attended this professional development in FY25 and provide feedback on how helpful this was.						

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.

***The only POS that is not a SR-POS is the one for Restaurants and Beverage Services. This one is at a priority 3 level to support the Culinary programs at the secondary level.***

***Our consortium will continue to look at the high skill, high wage and in demand careers within the Healthcare Pathway and work towards a solution on how secondary can meet and provide access to students at their districts who are wanting to go into this pathway. Two of our high schools offer NSGA Nursing Assistant/Home Health Aide as a concurrent course. This course is a collaboration between the college and the two high schools involved. It is taught at the high school campus with college nursing faculty. Consortium coordinator will work with MDE Health Science Specialist to discuss a possible program approval in this, as well as a plan for ways secondary can meet and provide access for students interested in this pathway.***

***Support of industry recognized certifications (such as OSHA 10) will come from this area.***

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

***Students are provided awareness of CTE course offerings at each of the districts. How these districts highlight these course offerings may vary slightly, but this information is shared with***

*all students. From the survey feedback from students, the biggest barrier to CTE course offerings comes from scheduling conflicts.*

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: Business & Industry Partnerships	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"/>
Business and industry are important to our secondary schools as well as our college. Advisory committee minutes identify over and over the need to continue these relationships so students have many opportunities to understand the in-demand careers in our communities. Opportunities can include: presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, etc.					
2. Strategies to address need: Support Involvement of Business & Industry and Career Force Center.					
Support partnerships with regional business and industry, as well as the Career Force Center, through their involvement in careers fairs, career explorative events, judges at local career related competitions, job fairs at the college, and info at Runestone Counselors' meetings.					
3. Measurable Outcomes (report results in next APR):					
The number of business and industry involved, as well as the Career Force Center, and the areas of involvement have either been maintained or increase in FY25.					

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.

***Collaboration with Runestone Counselors on career exploration events/activities include consortium wide events for each grade level, as well as sharing information within their districts of summer camp offerings hosted by the college. Students are provided information***

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*on high skill, high wage and in-demand careers within our regional. Students are surveyed following these various events/activities to gauge what they have learned and areas we can improve.*

*Work with middle school and secondary teachers to provide other career explorative events/activities—such as Manufacturing & Transportation Tour Day, NFPA Fluid Power Action Challenge, CTE Exploration Project (for Juniors and Seniors).*

*The Career Force Center takes part in our consortium-wide Grade 9 Career Expo event that is held each year at the Alexandria High School. The Career Force will refer students to the college when they have a program or interest areas in mind and may need support or assistance with the college enrollment process. They also refer students to career counseling and/or college counseling when undecided.*

*The college furnishes the Career Force Center with updated materials each year and ensure they know about new programs, new offerings, etc. The college admission reps also provide presentations or meet with specific groups, as requested.*

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

*Secondary Perkins Coordinator will do a review of the Northwest Minnesota 2023 Regional Profile at one of the Runestone Counselors' meetings, as well as one of the Runestone Principals' meetings. Will also be working with secondary CTE teachers on how to implement the use of a one-page helpful hints document for the DEED website for use in their classes.*

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

*The Career Force Center programs and services are available for all of college students, free of charge, and can assist with job search, resume and cover letter writing, interview skills, etc. Students are referred on an individual basis when applicable. The college counselor will also refer students who may qualify for eligibility-based programs such as Vocational Rehabilitation, Supportive Employment, etc.*

*The local Career Force Center works with the college's Customized Training Center to provide dislocated workers retraining programs.*

*The college also has a partnership with the Adult Basic Education and they are housed on the college campus.*

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## Workforce Center Collaboration

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	500.00
3.	<b>Postsecondary Subtotal</b>	500.00
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	500.00
6.	<b>Secondary Subtotal</b>	500.00
7.	<b>TOTAL</b>	1,000.00

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

## Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: 2S2: Math Proficiency	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>While our consortium has met our SDPL the past three years, there has been a slight decline each year:</p> <p><u>2S2:Math</u></p> <p>2021: 36.96%</p> <p>2022: 37.85%</p> <p>2023: 34.16%</p> <p>The subgroups show lower performance with Black and Hispanic, Special Education, Economic Disadvantaged and Non-traditional.</p>					
2. <b>Strategies to address need: Support PD around 2S2 Math Proficiency</b>					
<p>Runestone consortium coordinator for secondary will collaborate with both secondary and post-secondary on ways to better integrate math standards within CTE. Professional development will be provided for CTE teachers and math teachers to work on alignment within the curriculum of these math standards.</p> <p><b>**Reserve Funds will be used towards this strategy.</b></p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
The districts who did not meet the SDPL for 2S2 in FY24 will take part in this professional development in FY25.					

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)

***For the FY25 grant year, our consortium will bring together a group of secondary CTE, math teachers, and postsecondary instructors together for a work session to go over course syllabi and look for way to integrate academic standards into CTE framework/industry standards. We had one district work on this in FY24 with Trades & Industry and the math teacher, but they did not provide feedback with how it went. We will***



*work first with one CTE program area in FY25, then assess what worked and didn't work before going forward with several other CTE program areas in FY26.*

*Our consortium will also identify integrated math and technical skills to be highlighted in the various camps offered to students and trainings offered to CTE teachers.*

## 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: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment	This Need is in Element(s):																																				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>																																
<p>While our consortium has met our SDPL the past three years, there has been a slight decline each year:</p> <table border="1"> <thead> <tr> <th></th> <th>Non-Trad</th> <th>4S1 Male</th> <th>4S1 Female</th> </tr> </thead> <tbody> <tr> <td>2021:</td> <td>39.00%</td> <td>29.92%</td> <td>60.95%</td> </tr> <tr> <td>2022:</td> <td>34.06%</td> <td>18.88%</td> <td>74.71%</td> </tr> <tr> <td>2023:</td> <td>32.19%</td> <td>17.18%</td> <td>84.62%</td> </tr> </tbody> </table> <p>For 4S1, the decline is with male taking courses identified as non-traditional, while there is a growth in females.</p> <table border="1"> <thead> <tr> <th></th> <th>Non-Trad</th> <th>3P1 Male</th> <th>3P1 Female</th> </tr> </thead> <tbody> <tr> <td>2021:</td> <td>10.31%</td> <td>2.54%</td> <td>26.60%</td> </tr> <tr> <td>2022:</td> <td>12.32%</td> <td>4.27%</td> <td>25.84%</td> </tr> <tr> <td>2023:</td> <td>11.95%</td> <td>2.67%</td> <td>28.42%</td> </tr> </tbody> </table> <p>For 3P1, there is quite a gap in percentage of males enrolling in programs identified as non-traditional as there are females.</p>							Non-Trad	4S1 Male	4S1 Female	2021:	39.00%	29.92%	60.95%	2022:	34.06%	18.88%	74.71%	2023:	32.19%	17.18%	84.62%		Non-Trad	3P1 Male	3P1 Female	2021:	10.31%	2.54%	26.60%	2022:	12.32%	4.27%	25.84%	2023:	11.95%	2.67%	28.42%
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<b>2. Strategies to address need: Marketing of Non-Traditional Careers</b>																																					
<p>Collaborate with college deans on how to bring more awareness of non-traditional careers <b>to all students</b>  <b>Work with college marketing department on implementing non-trad career</b> awareness within each of the career explorative events/activities within our consortium for secondary students.  <b>**Reserve Funds will be used towards this strategy.</b></p>																																					
<b>3. Measurable Outcomes (report results in next APR):</b>																																					
See an increase in 4S1 and 3P1 Males in FY26 data																																					

<b>NEED B: Collaboration on awareness of CTE opportunities for all students</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>5</b> <input checked="" type="checkbox"/>
Based on the secondary CTE teachers' surveys, parent surveys, as well as feedback from advisory committee members, there is still unawareness of CTE programs being offered at the secondary level. There seems to be a disconnect on how these lead into career pathways—from secondary to post-secondary and into employment. While some of the larger schools have moved into a career pathway model, the other schools are struggling to be able to do this.					
<b>2. Strategies to address need: Highlight CTE Coursework and Pathways at Career Events/Activities</b>					
Review all career events and activities for FY25 and implement a flyer showing possible CTE coursework to take at the secondary level and better identify the career pathways. Then can be given to students, counselors and teachers to share with parents.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Flyer designed and implemented in all FY25 career events and activities.					

4. Provide additional narrative to address the following:

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

*From the survey feedback from secondary students, the biggest barrier to CTE course offerings comes from scheduling conflicts, or CTE courses they would take are not offered at their school. This is one area that each district has to access and see whether it works to move courses around. When you are a small school with only one teacher per CTE program (FCS, Business, AFNR, Trades) for grades 7-12, it is hard to be able to offer the courses more than once during the day. There are times when you may have several CTE courses being offered at the same time, so students have to choose. Some schools do not even have all the CTE programs areas offered due to budget constraints or teacher shortages. Our Online College in the High School has worked on increasing CTE offerings, but not all students want to take it as a college course.*

*Of those surveyed: 33% have complete 4 or more CTE courses, while 40% have completed 2-3 CTE courses. The remaining 27% have completed 1. This was answered by students in grades 9-12, so that could be the explanation of only 1 course CTE completion so far.*

*The Runestone Alternative School within our consortium does not offer any CTE courses, but does have a careers seminar and work-based learning class. We dedicate funds for MCIS for this school as they use this in their career seminar course.*

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

*Our consortium offers camps such as Hands on Manufacturing Camp, National Fluid Power Association Action Challenge, Cyber Security Camp, Scrubs Camp to provide an opportunity for all interested students to have exposure to some high-skill, high-wage and in-demand occupations, whether it is a non-trad field for them or not. Students take part in hand on*

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*activities to give them a snapshot experience of what it would be like if they were to go into these career fields. Recommended high school courses and educational requirements are a part of these events, giving students an idea of what they need to do to better prepare for these types of careers.*

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

*This is an area we will be working on as it is one of the needs identified at both the secondary and post-secondary level on our CLNA Results and Priorities document.*

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

*The Runestone Consortium continues to provide equal access opportunities for special populations, and assure compliance with the Vocational Education Guidelines for eliminating discrimination and denial of services based on status (45 CFR, Part 80) through the Statement of Assurances & Certifications. District superintendents also sign off on all CTE approved programs stating Minnesota Rule 3505.2550 Minimum Standards for Instruction Program Approval Subp 8. Support Services.*

*Goals and priorities of the college are a part of the Strategic Enrollment Management Plan: Strategic Plan--As a member of the Minnesota State Colleges and Universities, everything we do is focused on three critical priorities:*

- 1. The success of our students*
- 2. Our commitment to Diversity, Equity, and Inclusion*
- 3. The programmatic and financial sustainability of our campus.*

*Priorities—the purpose and priorities of our strategic enrollment management plan is to ensure they align with the goals of the Strategic Plan*

*Additional strategic materials to be aligned with Strategic Enrollment Management:*

- 1. Alexandria Technical and Community College (ATCC) Framework 2020-2024*
- 2. MinnState Affinity Group Framework*
- 3. MinnState Equity 2030 Strategic Dimensions*
- 4. Guided Pathways/Student Life Cycle*
- 5. ATCC Academic Master and Diversity and Inclusion Plan*

*The college is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)*

*Supports in place for student success and completion of special pops:*

- Student Success Coaches*
- Veteran's Center*
- Intercultural Center*

- *Transfer and Advising Center*
- *Student Support Services*
- *Lunch and Learn sessions*
- *Inclusion Network*
- *Workforce Development Scholarships*
- *Customized Training Center for incumbent workers*

**College funded positions with a position goal to recruit more students of color:**

- *Recruiter for Metro*
- *Director of Equity, Diversity, & Inclusion*

**Education partnership:**

- *United States Naval Community College for active military—adult learners and non-trad*

## 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: Support pathway to CTE licensure and WBL endorsement	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (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"/>
With the shortage of secondary CTE teachers, and teachers moving from one school over to another school, we seen a growth of Out of Field Permissions on new hires. Our consortium wants to support these teachers where we can in both their first years of teaching and as they work towards their CTE licensure. Some of our teachers are wishing to also add a work-based learning course within their program.					
2. <b>Strategies to address need: Professional Development Support for WBL</b>					
Provide funding to support CTE teachers looking to add work-based learning endorsement to their license. This could be in the way of WBL professional development for those who are new to this area. It could also be professional development provided by Lakes Country's Teacher Alternative Prep.					
3. <b>Measurable Outcomes (report results in next APR):</b>					
Maintain or increase number of programs approved under 000750 or 009090.					

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.

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- 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.

*Internships and mentorship opportunities in Alexandria are a strength within the Runestone Consortium both at the secondary and post-secondary level. Business and industries have been great partners with providing mentors at the Alexandria Area High School for their mentorship program, as well as internship sites for the students from the Alexandria Technical and Community College.*

*In FY24, we went from eleven (11) secondary teachers within our consortium who held a 160000 endorsement to twenty (20). Data shows that our SDLP for S53 (Program Quality: Work-based Learning) has increased over the past three years:*

- FY21--18.85%
- FY22--21.74%
- FY23--24.44%.

*Member districts are seeing the importance of expanding their work-based learning opportunities for student. This allows for some flexibility within students' schedules when there are several work-based learning teachers within the district. Some of our districts have also tapped into Youth Skills Training grants with an industry in their community to add additional opportunities for students. This has made additional work-based learning teachers essential to our consortium.*

*Business & industries within each community continue to be supportive by providing work experience locations. Business and Industry representatives are routinely invited into the college and high schools as guest speakers. Postsecondary and secondary students, along with faculty, are also invited to business and industries for tours and field trips and job shadows opportunities Some of the business & industry partnerships are:*

1. 3M
2. Ziegler-CAT
3. Artic Cat, Polaris
4. Kubota
5. Douglas Machines
6. Aagard
7. Brenton Engineering
8. Alexandria Industries
9. FORCE America
10. SMC
11. Ai Motion
12. Alomere Hospital
13. Knute Nelson

*Alexandria Technical and Technical Community College students enrolled in CTE programming are also active in collegiate student organizations. They always show strong participation in competitions at the local, state, and national level in Skills USA, DECA, Advertising Federation,*

*Behind the Mask welding competition, National Kitchen and Bath Association. Secondary CTE students are active in student organizations: FFA, FCCLA, DECA, and BPA. ATCC students, **as well as secondary students**, are provided opportunities for leadership and civic service within these student organizations.*

*Where needed and eligible, **Perkins V funds will be used for professional development in the WBL area.** At our regional Perkins leaders meeting, the group have shared strategies and best practices on what is working well within each consortia with regards to WBL. Our consortium has and will continue to work with other consortia to obtain regional grant funds from other sources that can be used for professional development and curriculum writing for our WBL teachers.*

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 Enrollment	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"/>
Articulation agreements need reviewing and updating. Concurrent within CTE programming is happening, but are there more we can add. Online College in the High School continues to look at CTE offerings for those districts that are short on teachers within CTE programming.					
2. Strategies to address need: Articulation Agreements, Concurrent Enrollment and Online College in the High School					
Review and update articulation agreements on the <a href="http://www.ctecreditmn.org">www.ctecreditmn.org</a> website. Review concurrent enrollment and Online College in the High School for CTE offerings.					
3. Measurable Outcomes (report results in next APR):					
Articulation agreements completely updated in FY25. Offerings within CTE coursework offer either concurrently or through Online College the High School has increased.					

- 
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?

*Secondary students are provided opportunity to gain postsecondary credit through concurrent enrollment within CTE, but it is limited. One concurrent course is the college's ITEC 1430 Intro to Computers course. This course easily aligns with the computer course(s) that some secondary schools teach within their business programs. Another concurrent course is the NSGA Nursing Assistant/Home Health Aide. This course is a collaboration between the college and the two high schools involved. It is taught at the high school campus with college nursing faculty. Consortium coordinator will work with MDE Health Science Specialist to discuss a possible program approval at the secondary level for this NSGA Nursing Assistant/Home Health Aide.*

*For secondary CTE courses that do not qualify for concurrent, the college has worked with high schools to set up articulation for college credit agreements. This is an area that will be priority in FY24 as we need to ramp up what we have showing as current articulation agreements on the <https://ctecreditmn.com> website.*

*Project Lead the Way courses are also recognized for full credit if students have gone through the process of obtaining transcript credit. If not, they can still receive partial articulated credit.*

*Secondary CTE students who have an interest in a career pathway that their school district is not able to provide, or has limited courses within that program, can look at the CTE courses options through Online College in the High School. The steering committee works closely with the participating districts to provide courses these districts wish to offer to their students. Under the Online College in the High School model, students stay at their home district campus and time, space and technology are provided to them to take the courses.*

*PSEO is another way for students to access CTE coursework. Students have enrolled in one or two technical courses, while a few others have enrolled in a technical program full-time. This is where our Director of K-12 Initiatives comes in. She works closely with PSEO students to make sure that they are being successful in their coursework and those students who are full-time are also taking the courses that meet requirements for high school graduation.*

## **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: Effective Advisory Committees	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (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"/>
While advisory committees are active and conducted as required at the post-secondary level, many of our secondary CTE teachers are struggling with what makes a quality advisory committee. Our consortium did have a number of secondary CTE teachers that were members of some of our college advisory committees at one time, but those numbers have dropped. Working on getting them involved with our college CTE advisory so they have more connections with business and industry is one priority in this area. Some professional development on how to have an effective CTE advisory committee is the other priority in this area.					
<b>2. Strategies to address need: Provide Secondary CTE Teachers PD on Effective Advisory Committees</b>					
Runestone consortium coordinator for secondary will collaborate with both secondary and post-secondary on best practices with regards to CTE Advisory Committees. Professional development will be provided in several ways to ensure all secondary CTE teachers have a chance to attend.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Minimum of 75% of all secondary CTE faculty in the Runestone Consortium will have attended this professional development in FY25 and provide feedback on how helpful this was.					

NEED B: Professional Development	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (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"/>
When the secondary CTE teachers were surveyed, 67% stated that they felt their districts supported them with professional development. 33% stated they needed more support in this area. On the secondary CTE teachers survey of needs, most all stated specific professional development opportunities they would like to attend, or wish to see our consortium offer.					
The CTE faculty surveyed at the college stated this was one area they definitely felt supported by the institute. They see the need for the secondary CTE teachers to have quality trainings and are willing to be “train the trainers” with the secondary CTE.					
<b>2. Strategies to address need: Support Professional Development for CTE</b>					
Funding in FY25 will be used to support CTE teachers who have requested professional development or who wish to attend professional development opportunities provided by consortium leadership. Funding in FY25 will be used to pay stipends to college faculty in CTE programs who are willing to be “train the trainers” for needed CTE professional development.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ul style="list-style-type: none"> <li>Review the list of requested professional development from CTE Survey of Needs</li> <li>All Perkins V supported professional development will be implemented over the FY25 grant year</li> <li>Track number of CTE teachers who took part in each PD offered.</li> </ul>					

NEED C: Support pathway to CTE licensure and WBL endorsement	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (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"/>
With the shortage of secondary CTE teachers, and teachers moving from one school over to another school, we seen a growth of Out of Field Permissions on new hires. Our consortium wants to support these teachers where we can in both their first years of teaching and as they work towards their CTE licensure. Some of our teachers are wishing to also add a work-based learning course within their program.					



<b>2. Strategies to address need: Professional Development for New CTE Teachers</b>
Funding for new CTE teachers to attend TIP or other professional development opportunities for teachers new to CTE and/or Work-based learning. Also support to those new to CTE that are Out of Field and working towards licensure.
<b>3. Measurable Outcomes (report results in next APR):</b>
EOY24 teachers on OFP is 6 consortium-wide EOY25 teachers on OFP down to 3 (50%) consortium-wide

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

*Perkins coordinator will provide support of recruiting and retaining teachers by working with administration on the secondary side to understand CTE licensure and Out of Field Permissions more in-depth. Living in a rural area of Minnesota and the current CTE teacher shortage are two of the barriers towards improving recruitment on the secondary side. Encouragement will be given to any new CTE teacher (including those on Out of Field Permission) to attend the Teacher Induction Program (TIP). Secondary Perkins coordinator will work with the school districts and new teachers to make sure program approval and program amendments are submitted by deadline to MDE. Support of teachers working on CTE licensure will also come in way of professional development through the Lakes Country Teacher Alternative Prep program.*

*All postsecondary job postings are first made available through the Minnesota State HR site to existing Minnesota employees. After job openings have been posted internally for a specific period of time according to the various labor contracts, then the position is opened up to the public. From there, hiring teams are formed from within the college including industry representatives. It is difficult in many CTE areas to recruit faculty from business and industry because limits in our labor contract salaries make it difficult to compete with the salaries that are earned in business and industry. If they currently have a comparable benefit package, recruiting is even harder. The lure of working nine months a year, however, does appeal to some. Minnesota State has revised its salary scale for some high paid industry areas, especially in the recruitment of nursing educators.*

*ATCC's CTE faculty are heavily involved in business and industry, and many serve on local, regional and national boards and committees. This involvement provides connections that can open the door for industry professionals to make a career change on a permanent level or for those considering a part time teaching position. It is commonplace for postsecondary faculty to keep in touch with past students who are working in the industry and pass on job opportunities for teaching.*

*From the feedback of our CLNA surveys, continued professional development where teachers could improve their skills within the program areas they are teaching was a need and a want.*

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*Some districts seem to do a good job providing time away for this, other districts did not. The faculty at the college felt they are receiving the professional development needed. For postsecondary faculty, being able to connect and network with secondary CTE teachers through a shared professional development has been positive on both sides. Secondary CTE teachers feel they learned so much more being trained by the postsecondary faculty. Those same teachers continue to reach out to our CTE faculty even after the training—for advise on equipment purchases, to being a guest speaker in their classes, to serving on an advisory committee, or even recommending to their current students to check out some of the programs at the college.*

## 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: 2S2: Math Proficiency	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
While our consortium has met our SDPL the past three years, there has been a slight decline each year: <u>2S2:Math</u> 2021: 36.96% 2022: 37.85% 2023: 34.16% The subgroups show lower performance with Black and Hispanic, Special Education, Economic Disadvantaged and Non-traditional.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies to address need: Support PD around 2S2 Math Proficiency					
Runestone consortium coordinator for secondary will collaborate with both secondary and post-secondary on ways to better integrate math standards within CTE. Professional development will be provided for CTE teachers and math teachers to work on alignment within the curriculum of these math standards. <b>**Reserve Funds will be used towards this strategy.</b>					
3. Measurable Outcomes (report results in next APR):					
The districts who did not meet the SDPL for 2S2 in FY24 will take part in this professional development in FY25.					

NEED B: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment	This Need is in Element(s):																																				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>																																
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2. Strategies to address need: Marketing of Non-Traditional Careers																																					
<p>Collaborate with college deans on how to bring more awareness of non-traditional careers <b>to all students</b>  <b>Work with college marketing department on implementing non-trad career</b> awareness within each of the career explorative events/activities within our consortium for secondary students.  <b>**Reserve Funds will be used towards this strategy.</b></p>																																					
3. Measurable Outcomes (report results in next APR):																																					
See an increase in 4S1 and 3P1 Males in FY26 data																																					

NEED C: Better awareness of Performance Indicators and Pfile Submission	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>While student performance on required performance indicators is discussed at the various meetings with CTE teachers, counselor and administrators, it seems like there is a disconnect on the importance and how districts can make improvements. When going through some of the reports in Secure Reports, it appears that not all the data has been captured with regards to new programs and courses. There is a concern that if the Pfile submission is not accurate, that make a difference in what our data is showing.</p>					
2. Strategies to address need: Work with Districts on Understanding Performance Indicators and Pfile Importance					
<p>Runestone consortium coordinator will work with administration, CTE teachers, business managers and MARSS contacts to provide some professional development on understanding the importance of SDPLs as well as the importance of understanding why the data submitted in the Pfile are important at both the district and consortium level.</p>					
3. Measurable Outcomes (report results in next APR):					
Training for MARSS Pfile data, as well as SDPL's, will be completed by Dec. 1, 2024					

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? **Already noted in table above.**

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

## Narrative 10: Consortium Governance

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

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

NEED A: Better awareness of Performance Indicators and Pfile Submission	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
While student performance on required performance indicators is discussed at the various meetings with CTE teachers, counselor and administrators, it seems like there is a disconnect on the importance and how districts can make improvements. When going through some of the reports in Secure Reports, it appears that not all the data has been captured with regards to new programs and courses. There is a concern that if the Pfile submission is not accurate, that make a difference in what our data is showing.					
<b>2. Strategies to address need: Work with Districts on Understanding Performance Indicators and Pfile Importance</b>					
Runestone consortium coordinator will work with administration, CTE teachers, business managers and MARSS contacts to provide some professional development on understanding the importance of SDPLs as well as the importance of understanding why the data submitted in the Pfile are important at both the district and consortium level.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Training for MARSS Pfile data, as well as SDPL's, will be completed by Dec. 1, 2024					

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

***The Runestone Consortium consists of Alexandria Technical and Community College, 6 secondary schools, and 1 Area Learning Center. Leadership of this consortium is represented by two teams: Advisory and Executive.***

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**Perkins V Advisory Team from Post Secondary**

1. Alexandria Technical and Community College (ATCC) Vice President (1)
2. ATCC Dean of Educational Services (5)

**Perkins V Advisory Team from Secondary**

1. Alexandria Area High School (3)
2. Brandon-Evansville High School (1)
3. Minnewaska Area High School (1)
4. Osakis High School (2)
5. Parkers Prairie High School (1)
6. Sauk Centre High School (2)

**Executive Team** consists of 4 representatives

- Post-secondary: fiscal agent and Perkins V grant administrator (2)
- Secondary: fiscal agent
- Consortium grant coordinator

**The Perkins Coordinator works closely with both the secondary and post-secondary fiscal agents to monitor the budget and spending down of the funds as allocated. The Perkins Coordinator reviews all invoices and approves by coding the correct UFARS FIN (secondary) or cost center (post-secondary) and then submits to either the Runestone Area Ed District Director (secondary) or Administration (post-secondary) for a second signature approval.**

**When submitting invoices and reimbursement forms to the Runestone Area Ed District (RAED) Director, a listing accompanies that explains:**

- What is being submitted (invoice or reimbursement)
- To whom is payment going to
- An explanation of what the invoice or reimbursement is for.

**The RAED Director then has this for reference when presenting the report to the RAED Board each month.**

**The Perkins Coordinator meets on a regular basis throughout the year with school district administrators, and reports to the Runestone Area Education Board as requested. She works closely with the CFO at both the secondary and postsecondary level regarding budget questions. Process for equipment and other fiscal decisions is made through collaboration of Executive Team with CTE faculty, administration and the Perkins V Advisory Team, as well as alignment of all fiscal expenditures within the Perkins grant plan.**

**A document of the processes of the Runestone Consortium has been put together and will be reviewed for additions, changes, and updates in the FY25 grant year.**

**Funding for Secondary and Postsecondary Consortium Coordination as well as Indirect Cost for secondary will come from this area.**

## 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: 2S2: Math Proficiency	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
While our consortium has met our SDPL the past three years, there has been a slight decline each year: <u>2S2:Math</u> 2021: 36.96% 2022: 37.85% 2023: 34.16% The subgroups show lower performance with Black and Hispanic, Special Education, Economic Disadvantaged and Non-traditional.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need: Support PD around 2S2 Math Proficiency					
Runestone consortium coordinator for secondary will collaborate with both secondary and post-secondary on ways to better integrate math standards within CTE. Professional development will be provided for CTE teachers and math teachers to work on alignment within the curriculum of these math standards.					
3. Measurable Outcomes (report results in next APR):					
The districts who did not meet the SDPL for 2S2 in FY24 will take part in this professional development in FY25.					

<b>NEED B: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment</b>	<b>This Need is in Element(s):</b>																																				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>																																
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<b>3. Measurable Outcomes (report results in next APR):</b>																																					
<b>See an increase in 4S1 and 3P1 Males in FY26 data</b>																																					

<b>NEED C: Review Programs of Study</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (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>A review of all programs of study to see if they are still SR-POS</p>					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need: Review POS Alignment between Secondary and Post-Secondary</b>					
<p>A review of all current programs of study in our consortium will be done. The goal would be to check the alignment of courses between secondary and post-secondary and make improvements where needed to maintain SR-POS.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
All programs of study have been reviewed in FY25 and reclassified if they are no longer SR-POS					



<b>NEED D: Professional Development</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input checked="" type="checkbox"/>	<b>5</b> <input type="checkbox"/>
<p>When the secondary CTE teachers were surveyed, 67% stated that they felt their districts supported them with professional development. 33% stated they needed more support in this area. On the secondary CTE teachers survey of needs, most all stated specific professional development opportunities they would like to attend, or wish to see our consortium offer.</p> <p>The CTE faculty surveyed at the college stated this was one area they definitely felt supported by the institute. They see the need for the secondary CTE teachers to have quality trainings and are willing to be “train the trainers” with the secondary CTE.</p>					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need: Support Professional Development for CTE in Manufacturing</b>					
<p>Funding in FY25 will be used to support CTE teachers who have requested professional development or who wish to attend professional development opportunities provided within the area of manufacturing.</p> <p>Funding in FY25 will be used to pay stipends to college faculty in CTE programs who are willing to be “train the trainers” for needed CTE professional development within manufacturing.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
75% of consortium teachers teaching within Manufacturing Pathway will attend 1 or more professional development around manufacturing					

<b>NEED E: Equipment</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>5</b> <input type="checkbox"/>
<p>When CTE teachers were surveyed on whether their shops/labs reflected current workplace, industry and/or occupational practices and requirements, 50% stated “yes.” The other 50% either stated “no” or were unsure. Equipment is the costly area within those shops/labs and funding isn’t always available to keep everything updated to industry standards.</p> <p>At the college level, 46% of the faculty stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation.</p>					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need: Support Equipment for Manufacturing POS Improvement</b>					
<p>Equipment needs that have been identified on the <i>Secondary CTE Survey of Needs</i> that also aligned with Manufacturing POS on <i>Runestone_SRPOS and Funding Priorities FY25</i> spreadsheet will be supported with Perkins V funds so that these programs better reflect current workplace, industry and/or occupational standards.</p> <p>For post-secondary there is an equipment request form that is currently be implemented. Those requests that align with the <i>Runestone_SRPOS and Funding Priorities FY25</i> spreadsheet within Manufacturing will be supported upon approval from the college deans once that process has been completed.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Based on identified program needs, industry standard equipment will be purchased and n place by October 1, 2024.					

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4. Provide additional narrative to address the following:

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

***2S2 Math Proficiency***

***4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment***

- 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.

***Professional development and equipment needs within Manufacturing POS for expansion and improvement will be addressed at secondary and postsecondary level.***

***Secondary and Postsecondary coordination of Reserves initiatives will come from Reserve funding.***

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## Perkins-Funded Positions

**Submit the following with your application materials:**

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

## Required Documentation

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

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

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

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

<b>Consortium Name:</b>	Runestone
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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):**

Our consortium was part of a multi-consortia leadership group that began the process towards this year's CLNA back in August 2023. The group as a whole met several times to go over survey questions and to come to a consensus of what kind of feedback we were looking for from our various key partners. We reviewed what we had learned from our first two CLNAs, and what was lacking from those surveys. We also had a joint meeting via zoom with DEED for a presentation of our regional data and what we could glean from it. The multi-consortia group went over the CLNA Results and Priorities document and collaboratively reviewed and shared what we were addressing as our priorities.

Other areas that were a part of our consortium's CLNA process:

- Review of data from local, regional and state databases
  - DEED zoom meeting and reports
  - RealTime Talent webinar
  - Power BI performance indicators
  - Secure Reports from MDE
- Surveys implemented at secondary and post-secondary level:
  - Administrators
  - Faculty
  - Counselors
  - Students
  - Parents of secondary students
- Advisory minutes from both the secondary and postsecondary
- Research

## 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 populations<sup>1</sup>;
- 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.
- Please indicate the key partners involved in the completion of this needs assessment:

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

Name	Consortia	Represents
Carrie Hanson	Runestone	Secondary/Postsecondary Leader
Sean Johns	Runestone	Postsecondary Perkins Leader
Lisa Hanson	Central Lakes	Postsecondary Perkins Leader
Mike Kulza	Central Lakes	Secondary Perkins Leader
	Lakes Country	Postsecondary Perkins Leader
Troy Haugen	Lakes Country	Secondary Perkins Leader
Dustin Steenblock	Lakes Country	Secondary Career & Tech Ed
Zane Sheehan	Lakes Country	Secondary Career & Tech Ed
Sarah Behrens	North Country	Postsecondary Perkins Leader
Elaine Hoffman	North Country	Secondary Perkins Leader
Katlyn Tamaalii	Pine to Prairie	Postsecondary Perkins Leader
Tom Leuthner	Pine to Prairie	Secondary Perkins Leader
Jill Murray	Lake Superior	Secondary/Postsecondary Leader
Leah Bott	Lake Superior	Secondary Perkins Leader

Key partners that were consulted to complete this needs assessment included:

- Secondary consortium partners from the seven (7) secondary schools, including:
  - career & technical education teachers
  - principals and superintendents
  - counselors
  - career & technical education students from various program areas in each school district, including students from special populations
  - parents of career & technical education students
  - business & industry advisory
- Alexandria Technical and Community College
  - career & technical education faculty
  - students in career and technical programs
  - business & industry advisory
- Alexandria Customized Training Center

Other partners consulted:

- Minnesota State Colleges & Universities
- Minnesota Department of Education
- Minnesota Department of Employment & Economic Development

## Narrative Tracking Matrix (Optional)

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

### Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)

2 = Programs of Study (POS)

3 = Workforce Innovation Opportunity Act (WIOA)

4 = Integrated Academic & Technical Skills (Skills)

5 = Special Populations (Pops)

6 = Work-based Learning (WBL)

7 = Early Postsecondary Credit Opportunities (PS)

8 = Support to Professionals (Prof)

9 = Performance Gaps (Gaps)

10 = Consortium Governance (Gov)

11 = Reserve Funds (Res)

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need A: 2S2: Math Proficiency				X					X		X
Need B: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment					X				X		X
Need C: Better awareness of Performance Indicators and Pfile Submission									X	X	
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need A: Review Programs of Study											X
Need B: Business and Industry partnerships		X	X								
Need C: Equipment		X									X
Need D: Dual Enrollment							X				
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need A: Equipment		X									X
Need B: Effective advisory committees		X						X			
Need C: Business and Industry partnerships		X	X								
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A: Professional development								X			X
Need B: Support pathway to CTE licensure and WBL endorsement						X		X			
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											
Need A: Collaboration on awareness of CTE opportunities for all students					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: **2S2: Math Proficiency**

While our consortium has met our SDPL the past three years, there has been a slight decline each year:

##### 2S2:Math

2021: 36.96%

2022: 37.85%

2023: 34.16%

The subgroups show lower performance with Black and Hispanic, Special Education, Economic Disadvantaged and Non-traditional.

#### E1-Need B: **4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment**

While our consortium has met our SDPL the past three years, there has been a slight decline each year:

##### Non-Trad 4S1 Male 4S1 Female

2021: 39.00% 29.92% 60.95%

2022: 34.06% 18.88% 74.71%

2023: 32.19% 17.18% 84.62%

For 4S1, the decline is with male taking courses identified as non-traditional, while there is a growth in females.

##### Non-Trad 3P1 Male 3P1 Female

2021: 10.31% 2.54% 26.60%

2022: 12.32% 4.27% 25.84%

2023: 11.95% 2.67% 28.42%

For 3P1, there is quite a gap in percentage of males enrolling in programs identified as non-traditional as there are females.

#### E1-Need C: **Better awareness of Performance Indicators and Pfile Submission**

While student performance on required performance indicators is discussed at the various meetings with CTE teachers, counselor and administrators, it seems like there is a disconnect on the importance and how districts can make improvements. When going through some of the reports in Secure Reports, it appears that not all the data has been captured with regards to new programs and courses. There is a concern that if the Pfile submission is not accurate, that make a difference in what our data is showing.

## 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: **Review Programs of Study**

A review of all programs of study to see if they are still SR-POS

#### E2-Need B: **Business and Industry Partnerships**

Business and industry are important to our secondary schools as well as our college. Advisory committee minutes identify over and over the need to continue these relationships so students have many opportunities to understand the in-demand careers in our communities. Opportunities can include: presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, etc.

#### E2-Need C: **Equipment**

When CTE teachers were surveyed on whether their shops/labs reflected current workplace, industry and/or occupational practices and requirements, 50% stated "yes." The other 50% either stated "no" or were unsure. Equipment is the costly area within those shops/labs and funding isn't always available to keep everything updated to industry standards.

At the college level, 46% of the faculty stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation.

#### E2-Need D: **Dual Enrollment**

Articulation agreements need reviewing and updating. Concurrent within CTE programming is happening, but are there more we can add. Online College in the High School continues to look at CTE offerings for those districts that are short on teachers within CTE programming.

## 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: <b>Equipment</b>	<p>When CTE teachers were surveyed on whether their shops/labs reflected current workplace, industry and/or occupational practices and requirements, 50% stated "yes." The other 50% either stated "no" or were unsure. Equipment is the costly area within those shops/labs and funding isn't always available to keep everything updated to industry standards.</p> <p>At the college level, 46% of the faculty stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation.</p>
E3-Need B: <b>Effective Advisory Committees</b>	<p>While advisory committees are active and conducted as required at the post-secondary level, many of our secondary CTE teachers are struggling with what makes a quality advisory committee. Our consortium did have a number of secondary CTE teachers that were members of some of our college advisory committees at one time, but those numbers have dropped. Working on getting them involved with our college CTE advisory so they have more connections with business and industry is one priority in this area. Some professional development on how to have an effective CTE advisory committee is the other priority in this area.</p>
E3-Need C: <b>Business &amp; Industry Partnerships</b>	<p>Business and industry are important to our secondary schools as well as our college. Advisory committee feedback identify over and over the need to continue these relationships so students have many opportunities to understand the in-demand careers in our communities. Opportunities can include: presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, etc.</p>

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

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

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

PRIORITIZED NEEDS	
Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	
E4-Need A: Professional Development	<p>When the secondary CTE teachers were surveyed, 67% stated that they felt their districts supported them with professional development. 33% stated they needed more support in this area. On the secondary CTE teachers survey of needs, most all stated specific professional development opportunities they would like to attend, or wish to see our consortium offer.</p> <p>The CTE faculty surveyed at the college stated this was one area they definitely felt supported by the institute. They see the need for the secondary CTE teachers to have quality trainings and are willing to be “train the trainers’ with the secondary CTE.</p>
E4-Need B: Support pathway to CTE licensure and WBL endorsement	<p>With the shortage of secondary CTE teachers, and teachers moving from one school over to another school, we seen a growth of Out of Field Permissions on new hires. Our consortium wants to support these teachers where we can in both their first years of teaching and as they work towards their CTE licensure. Some of our teachers are wishing to also add a work-based learning course within their program.</p>

# 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:	<b>Collaboration on awareness of CTE opportunities for all students</b>
Based on the secondary CTE teachers’ surveys, parent surveys, as well as feedback from advisory committee members, there is still unawareness of CTE programs being offered at the secondary level. There seems to be a disconnect on how these lead into career pathways--from secondary to post-secondary and into employment. While some of the larger schools have moved into a career pathway model, the other schools are struggling to be able to do this.	

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	<b>Basic</b>	<b>Reserve</b>	<b>Sec/PS Subtotals</b>
<b>Secondary Allocation:</b>	<b>\$72,321.24</b>	<b>\$24,314.89</b>	<b>\$96,636.13</b>
<b>Postsecondary Allocation:</b>	<b>\$159,036.39</b>	<b>\$24,314.89</b>	<b>\$183,351.28</b>
<b>Total Consortium Allocation:</b>	<b>\$231,357.63</b>	<b>\$48,629.78</b>	<b>\$279,987.41</b>

### INSERTING ADDITIONAL ROWS

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

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

### DATA ENTRY

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

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

### SUMMARY SPREADSHEET

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

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

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

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

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



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

## Runestone Narrative Funding--Secondary

(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.

[illegible]

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

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

**Runestone**

**Reserve Funding--Secondary**

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Manufacturing	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Secondary coordination and support for Reserve initiatives	\$2,000.00	\$4,000.00	\$6,000.00
366 Travel, Conventions and Conferences	Sub teacher or stipends and mileage for professional development on improving performance gaps	\$3,000.00		\$3,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Professional development and/or equipment to improve the Manufacturing POS in consortium		\$15,314.89	\$15,314.89
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$5,000.00	\$19,314.89	\$24,314.89
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		\$5,000.00	\$19,314.89	\$24,314.89

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

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

## SECONDARY Narrative for Perkins V Application

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

**Not applicable**

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

**Narrative 2:** Support of supplemental equipment purchases based on survey of needs by CTE teachers in Spring 2024: Lincoln square wave TIG welders, Plasma cutter, Milling machines, Planer, Shaper Origin, supplemental equipment for Culinary program, Multiprocess AC TIG welders, Magnetic drill press, Powder coat booth, Pressure washer, Scissor lift, Alignment rack, Parts washer. **Will use** \$2,500 (303) and \$20,149.99 (304) (Plan narrative 2--CLNA Element 2 & 3)

**Narrative 3:** Sub teacher pay, travel expense and support for career exploration events and activities. To include but not limited to support for Grade 9 Expo, National Fluid Power Challenge, Hands on **Mftg** Camps, and Transportation & Manufacturing Tour Days. \$9,000.00 travel and event expenses (303) (Plan narrative 3—CLNA Element 2 & 3)

**Narrative 8:** Sub teacher pay or stipends for CTE teachers and Secondary Coordinator for professional development--**to include support of WBL PD as needed.** \$13,500.00 (303) and \$9,085.00 for mileage and travel expense (366) (Plan narrative 8—CLNA Element 4)

**Narrative 10:** Secondary Consortium Coordination and Support (BASIC) \$14,186.25 (304) for reimbursement to ATCC for portion of Secondary Coordinator salary (Plan narrative 10)

## 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.

**Narrative 2:** Support of certifications and/or industry recognized certifications (such as OSHA 10) within state recognized POS. \$600 (430) (Plan narrative 2)

**Narrative 5:** MCIS for Runestone Area Learning Center. \$300 (430) (Plan narrative 5—CLNA Element 5)

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.

**Not applicable**

## **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.

**Narrative 10:** Secondary Indirect Administrative costs for general operations. \$3,000 (895) (Plan narrative 10)

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.

**Narrative 11** -- Professional development and/or equipment to improve the Manufacturing POS in consortium \$15,314.89 (303). Equipment would be for Manufacturing programs mentioned in Basic, but not fully covered by Basic funding.(303) (Plan narrative 11--CLNA Element 2 &3)

**Narrative 11** -- Sub teacher or stipends and mileage for professional development on improving performance gaps. \$3,000 (303) (Plan narrative 11--CLNA Element 1)

**Narrative 11:** Secondary Consortium Coordination and Support for initiatives supported by Reserve funding. \$6,000 reimbursement to ATCC for portion of Secondary Coordinator salary (303) (Plan narrative 11--CLNA Element 1, 2, 3 & 4)

## Runestone

## Narrative Funding--Postsecondary

(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 Salary	Postsecondary coordination and support for Basic Grant										\$44,465.63	\$44,465.63
Director of K-12 Initiatives	Partial support for this position							\$34,410.00				\$34,410.00
CTE Faculty	Stipends for faculty participation in HS CTE Explore, Sneak a Peek and HS Teachers trainings		\$20,000.00	\$5,000.00					\$6,000.00			\$31,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$20,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$34,410.00	\$6,000.00	\$0.00	\$44,465.63	\$109,875.63
Support of Equipment	Manufacturing and Transportation		\$29,660.76									\$29,660.76
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	\$0.00	\$29,660.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,660.76
Support	Hands on Manufacturing, GenCyber and Scrubs Camps, NFPA Fluid Power Challenge, Sneak a Peek and HS Teachers Trainings		\$5,000.00	\$5,000.00					\$5,000.00			\$15,000.00
Travel	Regional Perkins Coordinators meetings and out to consortium districts										\$2,500.00	\$2,500.00
Articulation Agreement expense	Share of website expense for Articulation Agreements							\$2,000.00				\$2,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$5,000.00	\$0.00	\$2,500.00	\$19,500.00
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>												\$0.00
<b>2024-2025 Proposed Budget</b>		\$0.00	\$54,660.76	\$10,000.00	\$0.00	\$0.00	\$0.00	\$36,410.00	\$11,000.00	\$0.00	\$46,965.63	\$159,036.39

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

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X	X							
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.								X		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X	X					X		X
Support integration of academic skills into CTE programs and programs of study.		X	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
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	

Yes

## Runestone

## Reserve Funding--Postsecondary

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			<b>Manufacturing</b>	
Coordinator's Salary	Collaborate with CTE faculty at college on trainings for high school teachers to improve their Manufacturing POS. Also collaboration with college Deans on marketing our non-traditional programs and ways to improve performance gaps	\$2,000.00	\$4,000.00	\$6,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	<b>\$2,000.00</b>	<b>\$4,000.00</b>	<b>\$6,000.00</b>
Equipment TBA	Equipment needs for Manufacturing to continue to strengthen and keep with industry standards		\$18,314.89	\$18,314.89
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$18,314.89</b>	<b>\$18,314.89</b>
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>2024-2025 Proposed Budget</b>		<b>\$2,000.00</b>	<b>\$22,314.89</b>	<b>\$24,314.89</b>

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

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

## POSTSECONDARY Narrative for Perkins V Application

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

**Expenditure 1:** Postsecondary Consortium Coordination and Support for initiatives supported by PS Basic. \$44,465.63 (Plan narrative 10--**CLNA Element 1**)

**Expenditure 2:** Partial Salary of Director of K-12 Initiatives. \$34,410.00 (Plan narrative 7--Element 2)

**Expenditure 3:** Stipends for faculty participation in HS CTE Explore, Sneak a Peek and Summer Camps. \$25,000.00 (Plan narrative 2 & 3—CLNA Element 2 & 3)

**Expenditure 4:** Stipends for CTE faculty to collaborate and put on trainings for secondary CTE teachers.\$6,000.00 (Plan narrative 8—CLNA Element 4)

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

**Equipment** is still to be determined by college and CTE faculty, but it will be for support of Manufacturing and Transportation programs. **Once equipment is determined, any one item over \$5,000 will be submitted to the System Office for approval first.** \$29,660.76 (Plan Narrative 2--CLNA Element 3)



## 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.

**Expenditure 1:** Expenses for Hands on Manufacturing Camps and for NFPA Fluid Power Challenge \$10,000 **Expenses could include--but not limited to--supplies needed for each day of the Hands on Mftg Camps and supplemental expenses not covered by industry sponsorships for NFPA Fluid Power Challenge. Food will be included as there will be additional things happening during the lunch break to be able to cover everything during both the Hands on Mftg Camp and the NFPA Fluid Power Challenge Event** (Plan narrative 2 & 3—CLNA Element 2 & 3)

**Expenditure 2:** Expenses for trainings for secondary CTE teachers \$5,000. **Expenses could include--but not limited to--supplies needed for the trainings. Food will be included as there will be additional things happening during the lunch break to be able to cover everything during these trainings. Examples--industry panel, how to redesign shop spaces, sharing of best practices at districts, clarifications on how to better prepare high school students, etc.** (Plan narrative 8—CLNA Element 4)

**Expenditure 3:** Travel expense for Regional Perkins Coordinators meetings and out to districts. \$2,500 (Plan narrative 1)

**Expenditure 4:** Consortium's share of <https://ctecreditmn.com> website used for articulation agreements.\$2,000(Plan Narrative 7--Element 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.

**Not applicable**

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.

**Expenditure 1:** Equipment needs for Manufacturing to continue to strengthen and keep with industry standards \$18,314.89. **Once equipment is determined, any one item over \$5,000 will be submitted to the System Office for approval first** (Plan Narrative 11--CLNA Element 3 & 4)

**Expenditure 2:** Post-secondary Consortium Coordination and Support for initiatives supported by PS Reserves. \$6,000.00 (Plan narrative 11--**CLNA Element 1 & 2**)

# Consortium Plan: Budget Summary 2022-2023

<div> <div>Runestone</div> <div> July 1, 2024 - June 30, 2025 (FY25)  Budget by Application Narratives </div> </div>				
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 2: Programs of Study	Secondary	\$23,249.99		\$23,249.99
	Postsecondary		\$54,660.76	\$54,660.76
	<b>Total</b>	<b>\$23,249.99</b>	<b>\$54,660.76</b>	<b>\$77,910.75</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$9,000.00		\$9,000.00
	Postsecondary		\$10,000.00	\$10,000.00
	<b>Total</b>	<b>\$9,000.00</b>	<b>\$10,000.00</b>	<b>\$19,000.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 5: Special Populations	Secondary	\$300.00		\$300.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$300.00</b>	<b>\$0.00</b>	<b>\$300.00</b>
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$36,410.00	\$36,410.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$36,410.00</b>	<b>\$36,410.00</b>
Narrative 8: Support for Professionals	Secondary	\$22,585.00		\$22,585.00
	Postsecondary		\$11,000.00	\$11,000.00
	<b>Total</b>	<b>\$22,585.00</b>	<b>\$11,000.00</b>	<b>\$33,585.00</b>
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 10: Governance	Secondary	\$17,186.25		\$17,186.25
	Postsecondary		\$46,965.63	\$46,965.63
	<b>Total</b>	<b>\$17,186.25</b>	<b>\$46,965.63</b>	<b>\$64,151.88</b>
Narrative 11: Reserve Funds	Secondary	\$24,314.89		\$24,314.89
	Postsecondary		\$24,314.89	\$24,314.89
	<b>Total</b>	<b>\$24,314.89</b>	<b>\$24,314.89</b>	<b>\$48,629.78</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$3,000.00		\$3,000.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$3,000.00</b>	<b>\$0.00</b>	<b>\$3,000.00</b>
PLAN TOTALS	Secondary	\$96,636.13		\$96,636.13
	Postsecondary		\$183,351.28	\$183,351.28
	<b>Total</b>	<b>\$96,636.13</b>	<b>\$183,351.28</b>	<b>\$279,987.41</b>

## COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$72,321.24	\$24,314.89	\$96,636.13
Budget <span style="color: red;">Over</span> /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$159,036.39	\$24,314.89	\$183,351.28
Budget <span style="color: red;">Over</span> /Short	\$0.00	\$0.00	\$0.00

[illegible]



## STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: Alexandria Technical and Community College

College President's Name (Print): Michael P. Seymour

Signature

Date

email: michael.seymour@alextech.edu

Phone: 320-762-4403

District Name: \_\_\_\_\_

District Number/Type: \_\_\_\_\_

Superintendent's Name – (Print): \_\_\_\_\_

Signature

Date

email: \_\_\_\_\_

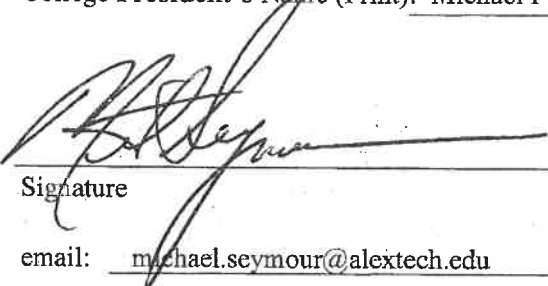
Phone: \_\_\_\_\_


*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4/4/24</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

District Name: <u>Alexandria Public Schools (ISD #206)</u>	
District Number/Type: <u>#206</u>	
Superintendent's Name - (Print): <u>Rich Sansted</u>	
	<u>4/23/24</u>
Signature	Date
email: <u>rsansted@alexschools.org</u>	
Phone: <u>320-762-2141 ext 4203</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: Runestone

College: Alexandria Technical and Community College

College President's Name (Print): Michael P. Seymour

Signature

Date

email: michael.seymour@alextech.edu

Phone: 320-762-4403

District Name: Brandon-Evansville Public Schools

District Number/Type: 2908

Superintendent's Name – (Print): Louisa Glenetske

Signature

Date

email: lglenetske@b-e.k12.mn.us

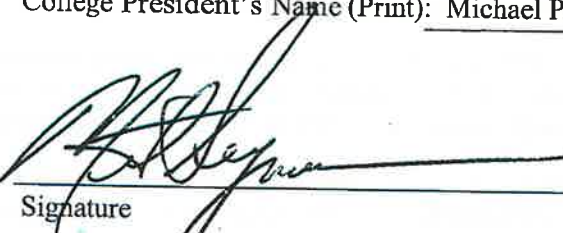
Phone: 320-834-4084 Ext 6140


*(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: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
 Signature	<u>4/4/24</u> Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

District Name: <u>Minnewaska Area Schools</u>	
District Number/Type: <u>2149-01</u>	
Superintendent's Name - (Print): <u>Charles Rankin</u>	
 Signature	<u>4/4/24</u> Date
email: <u>crankin@isd2149.org</u>	
Phone: _____	

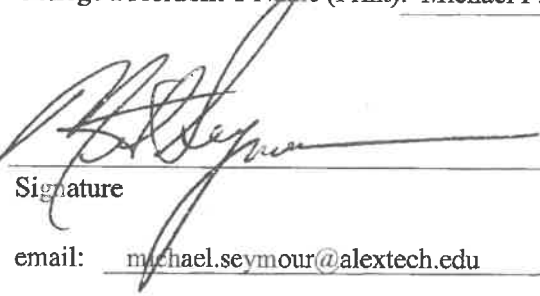
(Duplicate as needed)




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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4/4/24</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

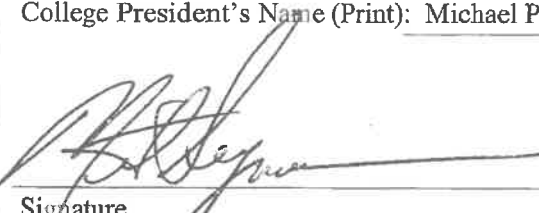
District Name: <u>Osakia Public School</u>	
District Number/Type: <u>213</u>	
Superintendent's Name - (Print): <u>Justin Dahlheimer</u>	
	<u>4/30/24</u>
Signature	Date
email: <u>jdahlheimer@osakis.k12.mn.us</u>	
Phone: <u>320-859-2191</u>	


(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: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
 Signature	<u>4/4/24</u> Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

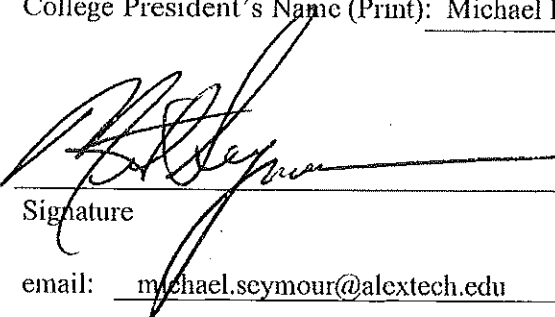
District Name: <u>Parkers Prairie Schodls</u>	
District Number/Type: <u>0547</u>	
Superintendent's Name – (Print): <u>Megan Myers</u>	
 Signature	<u>4/8/24</u> Date
email: <u>mmyers@pp.k12.mn.us</u>	
Phone: <u>218-791-9606</u>	

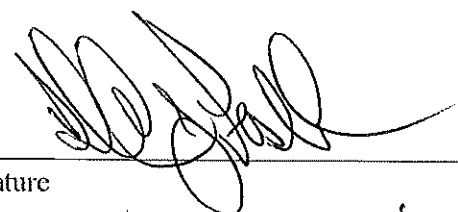
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4/4/24</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

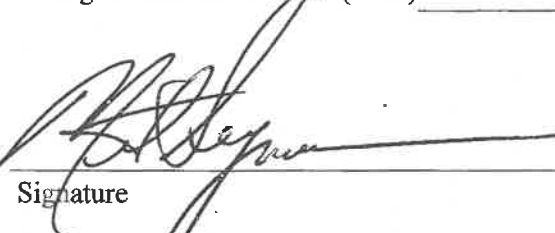
District Name: <u>Sauk Centre Public Schools</u>	
District Number/Type: <u># 743 - 01</u>	
Superintendent's Name - (Print): <u>Donald T. Peschel</u>	
	<u>4/8/2024</u>
Signature	Date
email: <u>don.peschel@isd743.org</u>	
Phone: <u>(320) 352-2258</u>	


(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: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
 Signature	<u>4/4/24</u> Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

District Name: <u>Runestone Area Education District</u>	
District Number/Type: <u><del>6014</del> 6014</u>	
Superintendent's Name -- (Print): <u>Michelle Bethke-Kaliher</u>	
 Signature	<u>4/5/24</u> Date
email: <u>mkaliher@alexschools.org</u>	
Phone: <u>320-762-2141</u>	

(Duplicate as needed)

**From:** [Ohrn, Karl R](#)  
**To:** [Hanson, Carrie L](#)  
**Cc:** [Selland-Miller, Sue M](#)  
**Subject:** RE: Postsecondary Budget Request Submitted  
**Date:** Friday, April 4, 2025 10:46:00 AM  
**Attachments:** [image001.png](#)

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Carrie,

I have reviewed your request. It is **approved**.

	Submittal Information
<b>Consortium</b>	Runestone
<b>Submitted by</b>	Carrie Hanson
<b>Date Submitted</b>	4/2/2025 16:24
<b>Request Type</b>	Approval to purchase equipment over \$5,000 that was not specified in the most recent application budget.
<b>Name of Item</b>	0
<b>Originally in Budget</b>	0
<b>Narratives Originally budgeted under</b>	0
<b>Amount Originally budgeted</b>	0
<b>New Usage of Funds</b>	0
<b>Narratives new item budgeted under</b>	0
<b>Amount for New item</b>	0
<b>Rationale</b>	0
<b>Name of Equipment not specified in Budget</b>	Sharp Model LMV-50 Vertical Turret Milling Machine= \$21,253 and "KENT" MANUAL SURFACE GRINDER KGS-616S= \$15,850
<b>Narrative Equipment will be under</b>	Narrative 2 Programs of Study; Narrative 11 Reserve Funds
<b>Amount Equipment will cost</b>	Narrative 2: Sharp Model LMV-50 Vertical Turret Milling Machine= \$21,253; Narrative Reserve: "KENT" MANUAL SURFACE GRINDER KGS-616S= \$15,850
<b>Additional Info</b>	Both of these items were additions to the Machine Tool Technology program, and not replacements to what is already there.

Thank you.

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](mailto:Karl.Ohrn@MinnState.edu) | [MinnState.edu](https://MinnState.edu)

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

---

**From:** Selland-Miller, Sue M <sue.selland-miller@minnstate.edu>

**Sent:** Wednesday, April 2, 2025 4:25 PM

**To:** Hanson, Carrie L <carrieh@alextech.edu>

**Cc:** Selland-Miller, Sue M <sue.selland-miller@minnstate.edu>; Ohrn, Karl R <karl.ohrn@minnstate.edu>

**Subject:** Postsecondary Budget Request Submitted

**Importance:** Low

Carrie Hanson,

Thank you for submitting a postsecondary budget request for:

- Approval to purchase equipment over \$5,000 that was not specified in the most recent application budget.

Your request will be reviewed and followed up by Karl Ohrn, System Director for CTE, or Sue Selland-Miller, Associate System Director for CTE.

Let us know if you have any questions about the budget request process.

**Sue Selland-Miller**

Associate System Director

Career and Technical Education

—

**Minnesota State**

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

o: 651-201-1451

[Sue.Selland-Miller@minnstate.edu](mailto:Sue.Selland-Miller@minnstate.edu)