

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Saint Paul
Total Award Budget:	\$1,585,794.20

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.

Saint Paul Public Schools	Betty Yang
Saint Paul College	Alicia Reed

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Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

A completed Comprehensive Local Needs Assessment Results and Priorities document is submitted separately with 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
Science, Technology, Engineering & Mathematics (Engineering and Technology - Engineering Broadfield and Electromechanical Systems)	Both	Y	Y	Y	27	32
Arts, Communications, Information Systems (Programming and Software Development, Computer Programming, CyberSecurity, and Java Programming)	Both	Y	Y	Y	502	104
Health Science (Therapeutic Services - CNA, Respiratory Care)	Both	Y	Y	Y	128	449

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
Practitioner, Pharmacy Technician)						
Business, Management & Administration (Administrative Support - Office Management Professional and Business Information Technology)	Both	Y	Y	Y	315	103
Architecture & Construction (Construction - Carpentry, Plumbing, Electrical Technology)	Both	Y	Y	N	295	116
Transportation, Distribution & Logistics (Auto Mechanic; Diesel/Truck Tech)	Both	Y	Y	N	246	45
Agriculture, Food, & Natural Resources (Power, Structural, and Technical Systems - Manufacturing/Advanced Agriculture Technician)	Both	Y	Y	Y	0	103
Health Science (Therapeutic Services - EMR)	Funding	Y	Y	Y	128	449
Transportation, Distribution & Logistics (Aviation)	Funding	Y	Y	Y	80	0
Agriculture, Food, & Natural Resources (Biotechnology)	Funding	Y	Y	Y	809	0

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

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

NEED A: (Element 2 N-B)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA Increase enrollment of SPPS graduates at SPC	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need A: Increase enrollment of SPPS graduates at SPC</p> <p>The Consortium has identified a need to increase the enrollment of Saint Paul Public Schools CTE Concentrator graduates into Saint Paul College programs of study. About 76.2% of all students enrolled at Saint Paul Public Schools enrolled in CTE courses in FY2022. As of FY2022, there are 8,091 unique secondary students enrolled in CTE programs at SPPS, with 39.6% of these being Concentrators (Perkins V Enrollment Report: Participants and Concentrators. RealTime Talent 2024 CLNA Report, Element 2, p. 23). At the postsecondary level, there are 2,173 CTE students in the same reporting year, with 56.7% being concentrators as of FY2022 (Minnesota State Participant Enrollment Report FY2022. RealTime talent 2024 CLNA Report, Element 2, p. 67). In analysis of Saint Paul College Fall 2022 enrollment data provided by the college's Institutional Research department, 24% of all students enrolled in Saint Paul College CTE courses last attended high school in the Saint Paul Public School District (RealTime Talent 2024 CLNA Report, Element 2, p.106). More than 100 graduates each from Como Park Senior High School, Central High School, and Harding High School have enrolled in a postsecondary CTE program at Saint Paul College. Students from the Saint Paul Public School District have a similar gender composition as those from other high schools. In contrast, racial and ethnic composition for Saint Paul College students coming from the Saint Paul Public School District differs from those coming from other districts, with relatively fewer white students (9.4% for St. Paul School District's secondary schools vs. 35.8% for other secondary schools) and more Asian students (43.9% vs. 11.1%). Saint Paul College students from the Saint Paul Public School District's secondary schools are more likely to be first generation (75.4% vs. 62.4%) and younger with 75.4% at age 14-24 in comparison to 51.2% for students from other secondary schools. CTE programs in which students from respective secondary schools in the Saint Paul Public School District select are various, plausibly reflecting CTE programming offered at the secondary schools (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p> <p>The Consortium wants to see the number of Saint Paul Public Schools graduates enrolling in Saint Paul College increase to 900 total students, or about 33% of all Saint Paul College CTE enrollment by Fall 2026 enrollment by entering into data sharing agreements, establishing stronger partnerships, and ensuring high school students have access to early postsecondary credit opportunities. Pathways from SPPS to Saint Paul College will be clear and obvious to students at the middle school and high school levels. SPPS student groups that have lower post-program placement rates (Black, English learners, students experiencing homelessness, and students in special education) and student groups that are underrepresented at Saint Paul College (Hispanic, nontraditional students) will be the focus for secondary-level exposure to college pathways.</p>					
<p>2. Strategies to address need:</p>					
<p>Strategy 1: Formalize articulation agreements between SPPS and SPC.</p> <p>Strategy 2: Targeted program visits to SPC for students. The Admissions Office and Academic CTE Deans will collaboratively work on increasing awareness among students and families accessing CTE programs, especially, for special populations, English Learners, Non-traditional, and underrepresented students.</p>					
<p>3. Measurable Outcomes (report results in next APR):</p>					

Measurable Outcomes for Strategy 1: Increase articulation agreements between SPPS and SPC by 1 (one).

Measurable Outcomes for Strategy 2: During FY25, Increase college visits from SPPS to SPC from 0 (none) to 1(one) in the Fall and/or 1 (one) in the Spring semester's Open Houses-FY25. And increase to 2 (two) to 3 (three) campus visits during FY26.

NEED B: (Element 2 N-C)					
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need B Increase CTE program awareness among students and families.</p> <p>The Consortium has identified a need to increase educational pathway and career awareness among students and their families as a way to improve representation of special populations and diverse students within CTE programs, as well as increase matriculation into SPC from SPPS. The Consortium would like to focus on engaging students and their families in various ways to build their knowledge of POS and career options. While all students may benefit from increased knowledge of POS, one population that the Consortium is interested in focusing on is those who have lived or were born outside of the United States. This is a large segment of SPC's student body: of 2,743 unique students enrolled in SPC's CTE programs as of Fall 2022, 246 last attended international secondary schools, with 86 being international students. These students may be highly familiar with some CTE fields and unaware of others: 41.3% of major declarations at SPC made by this student body are for the information technology career cluster (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p>					
2. Strategies to address need:					
<p>Strategy 1: A secondary Perkins funded position will support efforts in increasing CTE program awareness among students (with emphasis on special populations) and families.</p> <p>Strategy 2: The Admissions Office and the Academic Deans will collaboratively work on increasing awareness among students and families accessing CTE programs, especially special populations and Non-traditional and underrepresented students. SPC is looking at printing recruitment materials for CTE programs in foreign languages to attract as many people as possible. The Office of Admissions is using Perkins funds to develop CTE recruitment materials like Viewbooks, at A Glance My CTE Career, and contact cards in Spanish, Hmong, Karen, and Somali to reach new community members and English Learners.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measurable Outcomes for Strategy 1: Reports such as number of contacts and events with students and family engagement will be provided in the following APR.</p> <p>Measurable Outcomes for Strategy 2: At postsecondary, reports on student and family engagement will be provided. SPC intends to report on the number of participants, type of activities, and enrollment follow-up within CTE programs. To monitor our enrollment growth, Perkins leaders will review and monitor student registration starting in Fall24, Spring25, and again Fall25, Spring26 to compare growth within CTE programs. Special focus on SPPS CTE graduates enrolling to SPC CTE programs will be followed. These findings will be provided in the FY25_APR.</p>					

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.

Secondary identified three programs of study to further explore: Biotechnology, Emergency Medical Responder, and Aviation.

Postsecondary has identified the following programs of study to explore during these two-year application circle: 1) Biotechnology Pathway with SPPS secondary; 2) Human Services-Career Field to Counseling and Mental Health Services certificate/diploma at SPC; 3) Education and Training Career-Cluster to develop Teaching/Training POS pathway; and, a new Esthetician POS with Minnesota West Consortium. SPC will request to broker with them in the Personal Care Services career cluster.

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

At SPPS, different strategies would be used to increase student awareness on CTE course offerings. Secondary counselors engage with students in various ways during one-on-one appointments as well as presenting academic lessons on course selections, course catalogs, and dual enrollment opportunities. Students register for classes with their assigned counselor. Counselors use Core Counseling Curriculum - a set of grade appropriate lessons and activities designed for all students to learn about college and career opportunities. Counselors also meet one-on-one with every 9th grader for academic advising and planning for their futures. This leads to students engaging with Xello (an online resource to help students develop their own personal learning plans and to explore different careers). Other recruitment strategies include pulling interest(s) lists based on saved careers on Xello for guest speakers and for sharing course offerings at each school.

Counselors regularly work with teachers and other staff to disseminate information and opportunities. Additionally, counselors collaborate with case managers during IEP meetings to discuss post-graduation plans. Counselors will collaborate with language academy teachers and staff to ensure students are receiving information about access to CTE course offerings. Counselors will also share information and opportunities via SPPS's online learning platform, Schoology and school-based websites.

At Postsecondary, Saint Paul College strives to maintain fluent and open channels of communication within its community to secure access for all. For example, SPC continuously and consistently participates in community engagement events, school outreach programs, mentorship programs, scholarship and financial support programs, marketing and communication strategies, partnerships with local business and industries, and policy advocacy.

Once students enroll at SPC, they are supported by multiple offices, admissions, advising, tutoring, counseling, disability, college partnerships, career services, scholarships and grants, faculty and staff that collectively secure the way for successful careers, and long-term economic mobility for all

graduates. For example, Perkins funds are allocated for *transportation* that allows middle and high school students to come and visit CTE programs at Saint Paul College that otherwise will never be experienced. *Marketing recruitment materials* translated to several languages, Spanish, Hmong, Karen, and Somali, to reach all members of Saint Paul community, including parents; *targeted-program-based campus visits*, such as Pharmacy Tech that hopes to bring middle and high school students to tour and learn about this specific CTE program ; *innovative equipment* for the SIM Lab that brings maniques of color reflecting the student we serve; *career planning* utilizing innovative career advising software platforms. Perkins V career placement for special population students is a major interest for SPC. The Perkins leader suggests the creation of a Career Job-Finder Coordinator to assist with individualized career planning after graduation.

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: E2-Need C Seamless career transitions through Programs of Study	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need C Seamless career transitions through Programs of Study</p> <p>The Consortium has identified a need to improve seamless career transitions through programs of study. We have a vision of approaching industry partners together to develop stackable internships that aid in transitions between secondary, postsecondary, and the workforce. The SPC Graduate Follow-up Survey shows that overall 31.5% of CTE program completers go on to a related job (while 39.6% continue their education) (RealTime Talent 2024 CLNA Report, Element 2, p.123). The share of graduates going on to a related job varies among CTE fields: at the low end are Human Services (23.2%), Arts, Communications & Information Systems (23.4%) and Health Science Technology (26.0%). The field with the highest share going on to a related job is Engineering, Manufacturing and Technology, at 47.5% (RealTime Talent 2024 CLNA Report, Element 2, p.123). While these rates are much higher than non-CTE graduates (8.2%), the Consortium sees opportunity to do more to tie together secondary CTE, postsecondary CTE, and jobs in CTE fields.</p>					
2. Strategies to address need:					
<p>Strategy 1: Strengthen relationships with workforce development partners via the Job Ready Supports program and examples provided under 4a.</p> <p>Strategy 2: Saint Paul College is looking at collaborative efforts with external stakeholders to create easy job-transition-pathways to CTE careers and employment, especially for Perkins V special populations students. Most CTE programs are starting to offer internships. These on-the-job experiences are very attractive for students that also get paid for practicing their skills. For example, Advisory Committees meetings are being utilized as <i>mini-job-career fairs</i> where employers and students have an opportunity to practice interview skills, review resume and cover letters, and secure a paid internship and/or employment. During this two-year application cycle, Career Services will provide CTE student job placement data, especially, special populations, and it will be reported in the APR-FY25.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measurable Outcomes for Strategy 1: Provide Job Ready Supports services to 175 SPPS students.</p> <p>Measurable Outcomes for Strategy 2: At Postsecondary, increase the number of 1 (one) or 2 (two) new stakeholders joining advisory committees; addition of 1 (one) new community partners; and, 1(one) educational partner institution. These increases would ultimately create opportunities for internships, scholarships, faculty recruitment, and employment follow-ups.</p>					

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.

The consortium works closely with the Ramsey County Workforce Innovation Board (WIB). All consortium partners have representatives on that board. Ramsey County, the City of Saint Paul, and SPPS work together to hold various career exploration and career development events and programs including: Construct Tomorrow, St Paul Area Chamber of Commerce's Career Connect Day, and LaunchPad (an event for graduating seniors without a postsecondary education plan). Saint Paul Public Schools is currently working on a data sharing agreement with Ramsey County to enhance and inform this collaboration.

Ramsey County's Outreach to Schools Coordinator will partner regularly with SPPS Work Based Learning Coordinators to support career pathways coursework, activities, and services, including the Job Ready Supports Program, Learn and Earn Training Opportunities, Driver's License Academy, and various job fairs. The Job Ready Supports program is designed to support high school students in Ramsey County obtain occupational training and enter employment by leveraging funds to eliminate barriers.

In 2023, Ramsey County was awarded a US Department of Labor grant and was named a member of its Youth Systems Building Academy. SPPS and Saint Paul College were both selected as cohort members on the Ramsey County team. Utilizing this grant as the foundation- SPPS, Saint Paul College, Ramsey County, and other community partners will continue to create an innovative effort to increase and enhance employment opportunities for youth and implement and scale systems that engage and support young people entering the workforce in the 2024-25 school year.

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

The consortium works with the Workforce Innovative Board, WIB, to access and interpret local labor marketing data and student interest to ensure that programming and services available meet the needs of the community. The consortium often leverages labor market information reports compiled and published by the WIB and WIB partners. Additionally, the consortium works with the WIB to provide exposure and training opportunities to students in these industries. Secondary plans to invest in some Virtual Reality headsets in collaboration with Ramsey County to expose younger students to high-skill, high-wage, or in-demand industries. In addition, another example of this is local work to support the CHIPS Act in which Saint Paul College is also involved. The WIB is working with a collaborative of partners, including businesses, to leverage federal investments in the Semiconductor industry. As one of the strategies to support that work, the WIB will be providing a career exploration camp opportunity with students, that will then feed graduates into a short-term training program after which, students will have opportunities at large, local semiconductor businesses. Also, it is important to note that SPC has joined the Minnesota State Maritime Workforce consortium to support our community's river port needs.

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

In SPPS, Vocational Rehabilitation Services (VRS) has a representative at each high school and at the transition sites for SPPS, including Focus Beyond and Journeys. The work coordinators and case managers actively facilitate connecting students and families with services offered through VRS. There are two levels of VRS that high school students can access. The first being Pre-ETS for students who are 14 - 19 years old through class meetings, small group sessions, guest speakers, and one-one conferencing. Another opportunity for high school students, usually during their senior year, a few students are able to access the Goodwill-Easter Seals Retail Training program, which is paid jointly through VRS and SPPS. The second way to access service is when students are seniors and sometimes juniors, the family can complete an application and access services through adult services. This can become a lifelong support for a person who has barriers to employment to access job training and job experiences. Other partners include Goodwill Easter Seals, YouthLEAD, YouthBuild, Job Corp, HAP - Hmong American Partnership, Right Track - among others, Blaze Credit Union.

Postsecondary addresses employment transition and job seeking opportunities and training with Ramsey County, SPC Career Services, Continuing Education and Workforce, and Institutional Advancement offices. A new Perkins funded position is created under the Office of Career Services to improve student job navigation, job placement among CTE graduates, and employee relations. SPC is not allocating funds for Workforce collaboration for FY25.

Workforce Center Collaboration

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

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3.	Postsecondary Subtotal	0
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	4,000
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	Secondary Subtotal	0
7.	TOTAL	\$4,000.00

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: E2-Need B Increase CTE program awareness among students and families especially special populations and underrepresented students (3P1).	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need B Increase CTE program awareness among students and families especially special populations and underrepresented students (3P1).</p> <p>The Consortium has identified a need to increase educational pathway and career awareness among students and their families as a way to improve representation of special populations and diverse students within CTE programs, as well as increase matriculation into SPC from SPPS. The Consortium would like to focus on engaging students and their families in various ways to build their knowledge of POS and career options. While all students may benefit from increased knowledge of POS, one population that the Consortium is interested in focusing on is those who have lived or were born outside of the United States. This is a large segment of SPC's student body: of 2,743 unique students enrolled in SPC's CTE programs as of Fall 2022, 246 last attended international secondary schools, with 86 being international students. These students may be highly familiar with some CTE fields and unaware of others: 41.3% of major declarations at SPC made by this student body are for the information technology career cluster (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p>					
2. Strategies to address need:					
<p>Strategy 1: Increase recruitment and marketing materials with representation from, American Indian, Black, and female students, and special population (Perkins funds)</p> <p>Strategy 2: Increase speakers and field trips in foundational Architecture and Construction courses with representation from American Indian, Black, and female students, and special populations (Perkins funds)</p> <p>Strategy 3: Improve/ recruit non-traditional teachers/faculty for open positions</p> <p>Strategy 4: SPPS Continue to offer Intro Trades Design and Intro to Trades Build courses</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measurable Outcomes for Strategies 1-4: CTE Concentrator rates will increase for American Indian students, Black students, and female students by 5%.</p> <p>Postsecondary outcomes for strategies 1-4: CTE Concentrators rates will increase for underrepresented/untraditional and special populations students.</p>					

NEED B: Increase CTE program awareness among students and families	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to increase educational pathway and career awareness among students and their families as a way to improve representation of special populations and diverse students within CTE programs, as well as increase matriculation into SPC from SPPS. The Consortium would like to focus on engaging students and their families in various ways to build their knowledge of POS and career options. While all students may benefit from increased knowledge of POS, one population that the Consortium is interested in focusing on is those who have lived or were born outside of the United States. This is a large segment of SPC's student body: of 2,743 unique students enrolled in SPC's CTE programs as of Fall 2022, 246 last attended international secondary schools, with 86 being international students. These students may be highly familiar with some CTE fields and unaware of others: 41.3% of major declarations at SPC made by this student body are for the information technology career cluster (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p>					
5. Strategies to address need:					
<ul style="list-style-type: none"> • Concurrent enrollment classes coming to campus (business, math, etc.) on reserved days • Explore partnerships with industry, K12, postsecondary for CHIPS act & Minnesota Forward Fund grant • Career exploration, microcredit college programming • Nontraditional career exposures day field trips – want it to be hands on, mixed gender groups to go to two fields. • Each POS has an event hosted at SPC where students are “awarded” their credits 					
6. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Student /program surveys • Longitudinal study: matriculation at SPC • Institutional Reports 					

4. Provide additional narrative to address the following:
- 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

The Perkins Consortium will continue to support teachers and faculty in professional development opportunities specific to growth in skill related to their content areas. Additionally, SPPS will focus on increasing discourse in all CTE courses to support growth in literacy.

- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

SPPS will offer professional development opportunities to learn and share new ways to integrate academic standards into CTE courses. i.e. Geometry in Construction and Algebra in Business.

SPC will continue to align curriculum with industry partners, HLC, System Office as well as the Office Academic Effectiveness and Innovation through Equity by Design project.

- 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)

CTE courses will focus on addressing the needs of all special populations of students. A large focus will be on English Language Learners for next school year.

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: Element 1 Need A: Improved student success (PP placement, credentials, employment) for special populations (3S1)	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5X <input type="checkbox"/>
<p>The Consortium has identified the need to increase post program placement for secondary CTE concentrators, particularly for those who identify as Hispanic or Black, as well as students that are English learners (3S1), whose outcomes lag the overall rate in FY2022. Among consortium CTE concentrators, those who are in Special Education have a noticeably lower post-program placement rate than the Consortium CTE concentrator average, 20.3% (vs. 52.4% for SPPC CTE concentrator overall) as of FY2022 (RealTime Talent 2024 CLNA Report, Element 1, p. 20-23).</p> <p>Although the postsecondary placement rate for Saint Paul College CTE concentrators exceeds the target overall by 10 percentage points, outcomes lag for English learners, Hispanic students, and Black students (1P1). Among Saint Paul College Postsecondary CTE students, those who are English learners have notably lower postsecondary placement rates than the overall rate for SPPC postsecondary CTE students (86.12%), 79.27% and 77.08%, respectively (RealTime Talent 2024 CLNA Report, Element 1, p. 36-41). Postsecondary placement also varies by program of study at Saint Paul College; Among Saint Paul College Postsecondary CTE students, those who have completed postsecondary CTE programs at Saint Paul College in the Hospitality and Tourism career cluster have a notably lower postsecondary placement rate of 73.58% than all Consortium postsecondary CTE students (86.12%) (RealTime Talent 2024 CLNA Report, Element 1, p. 36-41).</p>					
5. Strategies to address need:					
<p>Strategy 1: Counselors to deliver Transitions Lessons to seniors, with special focus on English Learners and Students in Special Education.</p> <p>Strategy 2: SPC Career Services will provide information/data on improved postsecondary CTE English Learning placement rates.</p> <p>Strategy 2: Continue funding <u>part of postsecondary</u> support staff <u>salaries</u> to increase <u>program completion rates of program</u> requirements. Student Support Services staff includes 50% Health Pathway Advisor; 50% Accessibility Specialist; 50% PSEO/Admissions Recruiter; 50% ESL- English Foundation-Writing; 25% <u>Foundations Tutor</u>, Science Study Coordinator; 60% Professional Math Tutor.</p> <p>Strategy 3: Fund 50% of the new position, GLP Navigator/Employee Relations Coordinator, to focus on improving postsecondary placement rates for CTE students, especially English learners.</p> <p>Strategy 4: Consortium will address and plan for the Hospitality and Tourism cluster needs in FY26.</p>					
6. Measurable Outcomes (report results in next APR):					

- Measurable Outcome 1: Increase in post program placement (3S1) for English language learners and students in Special Education by 5% total.
- Measurable Outcome 2: Monitor postsecondary English Learners job placement after graduation.
- Measurable Outcome 2: Establish process for measuring and reporting the effectiveness of postsecondary student support services provided to CTE and special population students.

1. Provide additional narrative to address the following:

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

The consortium will address the barriers to access and success for special populations by increasing efforts to create more awareness within CTE programs. See strategies listed above.

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

Through assessing and planning, the consortium will continue to work towards preparing special populations for high-skill, high-wage, and in-demand occupations.

Additionally, intentional collaboration with departments and organizations, such as Project Reach, would allow us to accomplish this on-going effort to prepare students to self-sufficiency.

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

One new initiative includes SPPS intentionally partnering with SPC for their annual Women in the Trades event in FY 25. SPPS will be a part of the planning process and will recruit female students for this particular event as an opportunity to learn more about the field of welding/manufacturing/etc...

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

The district remains committed to providing equal access for special populations to CTE courses, programs, and programs of study, and ensuring that members of special populations will not be discriminated against on the basis of their status as members of special populations. SPPS's Personal Learning Plan begins in Pre-K and goes through graduation. The four focus areas are Self Awareness, Career Awareness, Post-Secondary Education Exploration and Financial Literacy. Additionally, counselors work to deliver developmentally appropriate lessons, Core Counseling Curriculum, to students via classroom presentations and will help in the registration process to ensure equal access to CTE and CTE courses.

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: Element 1 Need B: Increase in program quality for work-based learning (5S3)	This Need is in Element(s):				
5. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to have more work-based learning opportunities that are closely aligned to school course offerings (5S3) and to ensure that all teachers of work-based learning seminars have the correct licenses to deliver programming. It is observed that certain demographics of students, including Hispanic, American Indian, and white students, have some of the lowest work-based learning outcomes for performance indicator 5S3. Specifically, among Consortium secondary CTE concentrators, those who are identified as white have a noticeably lower work-based learning rate than the Consortium CTE concentrator average, 3.1% (vs. 10.2% for CTE concentrators overall) as of FY2022 (RealTime Talent 2024 CLNA Report, Element 1, p. 328-32). The Consortium sees higher work-based learning rates among students that are enrolled in Special Education and students that identify as Black, which the Consortium seeks to explore in order to learn from best practices. Changes in implementation of internship programs and community partnerships in the 2021 school year may have contributed significantly to the undercounting of work-based learning types of experiences at Saint Paul Public Schools. There is an opportunity to leverage partnership opportunities with Saint Paul College to increase access to work-based learning opportunities.</p>					
6. Strategies to address need:					
<p>Strategy 1: Align internships with WBL courses</p> <p>Strategy 2: Support completion of WBL courses and internships</p>					
7. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Measurable Outcome for Strategies 1 & 2: Increase WBL participation by 1.08% total. 					

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.

SPPS offers experiential learning opportunities to all students. Students have the opportunity to explore and experience careers through career fairs, field trips, informational/mock interviews, job shadows, mentoring from local businesses, and internships.

SPPS continues to provide spring internship opportunities to high school students through a partnership with the City of Saint Paul's Right Track program. These internships are 80 hours in length and are in sustainable wage careers that match students' interests and skills. Internships are designed for students to take the CTE class and experience careers tied to that career field.

Additionally, in-partnership with Right Track Saint Paul Center for Youth Employment, SPPS continues to provide opportunities for students to participate in spring and summer internships. Students access these opportunities through their school CTE classes or the 3M Advanced Training Center by completing their Career Seminar Portfolio which includes:

Professional Communication

Xello - About Me (Career Interest Inventory, Personality Style, Learning Style, Skills Lab)

Xello - Six Saved Careers

Xello - Two Career Goals & Plans

Xello - Resume

Job Application

Worker Rights & Responsibilities

Financial Literacy

Interview Skills

Career Seminar Exit Ticket

In addition to these experiential learning opportunities, students can explore careers through the Earn as You Learn program. Students explore a variety of careers through earning certifications such as OSHA Agriculture, Automotive, Construction, Cosmetology, Culinary, General, Healthcare, Manufacturing, Public Safety, Veterinary, and others. Students can also earn certificates in Microsoft Word, PowerPoint, Excel, CPR/First Aid/AED, Personal Care Assistant (PCA), Customer Service and Sales, and other industry recognized certifications. Participants also learn about building financial wealth and employability skills.

- 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.

SPPS will continue to partner with employers to provide internships to SPPS students, striving for diverse employers that reflect the student population through different strategies, including tapping into CTE advisory committees and recruiting via Work-based learning teachers and other staff. SPPS partners with Right Track to provide the employer/intern training and a job coach to follow up with payroll and support during the internship experience.

SPPS works with Right Track to develop employer training to ensure meaningful internship experiences for students and offer job coach supervision during the duration of the experience. Spring Semester internships take place during the school day for our 11th and 12th grade students enrolled in the 3M Advanced Training Center. Summer internships and first jobs are available with multiple employers through Right Track for our students ages 14-21.

Work-based Learning teachers will work with individual classes and the partnership specialist to set up Work-based Learning experiences that are tied to individual classes. The cohorts that are developed from these classes will focus on internships that directly correlate with the course content. This work has already begun with our education course interns.

Work-based learning ACTE SPED continues to partner with local businesses and employers to provide meaningful experiences for students. Work-based learning ACTE SPED teachers proceed to meet with employers to discuss barriers and opportunities for this particular special population.

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

Secondary will continue to work closely with all work-based learning teachers. The Career Pathways Development Coordinator and the CTE Content Lead Coordinator will plan, organize, and facilitate weekly work-based learning meetings with work-based learning teachers. These meetings will also be supported and attended by the Partnership Specialist and the Career Pathways supervisor. Additionally, the Career Pathways Supervisor will attend WBL ACTE SPED department meetings as needed throughout the year.

In SPPS, freshman academic support classes will be offered at all seven major high schools. These classes will be changing to Career Seminar Portfolio courses and will be using the same curriculum and syllabus. This change requires teachers to obtain their work-based learning endorsement. The CTE Content Lead Coordinator will work with these teachers and will connect them to a local service cooperative that will guide them to earn their endorsement.

The Partnership Specialist will work to find potential employers and partners to increase work-based learning opportunities at the secondary level.

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: E2-Need A: Increase enrollment of SPPS graduates at SPC	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2X	3	4	5
<p>The Consortium has identified a need to increase the enrollment of Saint Paul Public Schools CTE Concentrator graduates into Saint Paul College programs of study. About 76.2% of all students enrolled at Saint Paul Public Schools enrolled in CTE courses in FY2022. As of FY2022, there are 8,091 unique secondary students enrolled in CTE programs at SPPS, with 39.6% of these being Concentrators (Perkins V Enrollment Report: Participants and Concentrators. RealTime Talent 2024 CLNA Report, Element 2, p. 23). At the postsecondary level, there are 2,173 CTE students in the same reporting year, with 56.7% being concentrators as of FY2022 (Minnesota State Participant Enrollment Report FY2022. RealTime talent 2024 CLNA Report, Element 2, p. 67). In analysis of Saint Paul College Fall 2022 enrollment data provided by the college's Institutional Research department, 24% of all students enrolled in Saint Paul College CTE courses last attended high school in the Saint Paul Public School District (RealTime Talent 2024 CLNA Report, Element 2, p.106). More than 100 graduates each from Como Park Senior High School, Central High School, and Harding High School have enrolled in a postsecondary CTE program at Saint Paul College. Students from the Saint Paul Public School District have a similar gender composition as those from other high schools. In contrast, racial and ethnic composition for Saint Paul College students coming from the Saint Paul Public School District differs from those coming from other districts, with relatively fewer white students (9.4% for St. Paul School District's secondary schools vs. 35.8% for other secondary schools) and more Asian students (43.9% vs. 11.1%). Saint Paul College students from the Saint Paul Public School District's secondary schools are more likely to be first generation (75.4% vs. 62.4%) and younger with 75.4% at age 14-24 in comparison to 51.2% for students from other secondary schools. CTE programs in which students from respective secondary schools in the Saint Paul Public School District select are various, plausibly reflecting CTE programming offered at the secondary schools (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p> <p>The Consortium would like to see the number of Saint Paul Public Schools graduates enrolling in Saint Paul College increase to 900 total students, or about 33% of all Saint Paul College CTE enrollment by Fall 2026 enrollment by entering into data sharing agreements, establishing stronger partnerships, and ensuring high school students have access to early postsecondary credit opportunities. Pathways from SPPS to Saint Paul College will be a clear destination for students at the middle school and high school levels. SPPS student groups that have lower post-program placement rates (Black, English learners, students experiencing homelessness, and students in special education) and student groups that are underrepresented at Saint Paul College (Hispanic, nontraditional students) will be the focus for secondary-level exposure to college pathways during these two-year application cycle. SPC will create a transparent and efficient road to success that includes education and job placement for any CTE SPPS student enrolled at SPC.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Strategies to address need:</p> <ul style="list-style-type: none"> Strategy 1: Provide more CTE concurrent enrollment courses and/or articulation agreements with SPC to help increase the likelihood students will enroll in SPC CTE programs after high school. 					
<p>3. Measurable Outcomes (report results in next APR):</p>					

- Measurable Outcomes for Strategy 1: During the two-year cycle, Saint Paul Consortium will Increase CTE concurrent enrollment courses by one Concurrent Enrollment course and one articulated agreement.

1. Provide additional narrative to address the following:
 - a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

In SPPS, CTE students are able to earn postsecondary credits via articulation agreements and concurrent enrollment opportunities. Additionally, there are CTE courses that offer Advanced Placement and International Baccalaureate opportunities to gain college credit via exams.

The Office of College Partnerships leads efforts developing connections and opportunities for high school students to successfully transition to postsecondary CTE programs at SPC. During FY25, the Perkins Coordinator will collaborate with this office to continue reaching and developing programs and campus visits for middle school students.

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: E4-Need A: All faculty & teacher CTE positions filled in secondary and postsecondary.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to consistently fill all CTE teaching positions at SPPS and SPC. While most positions are currently full, the Consortium has struggled to fill roles in the past, particularly in health sciences, trades, carpentry, and computer science—and empty positions have been eliminated. We anticipate that in the coming 2-3 years we will have additional roles in these fields to fill.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Strategy 1: The consortium will work with Human Resources to recruit educators through recruitment events and fairs. Strategy 2: Increase CTE licenses and credentials. Strategy 3: Develop interest among high school students to become future CTE educators. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Measurable Outcome 1 for Strategy 1: Attend a minimum of 1 (one) Educator recruiting event or job fair by the following APR. Measurable Outcome 2 for Strategy 2: Increase teacher licenses and credentials by 4 (four). Measurable Outcome 3 for Strategy 3: Increase student enrollment in education pathway courses by 30% for Fall 2025 registration. 					

1. Provide additional narrative to address the following:
 - a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

SPPS will continue to encourage high school students, especially underrepresented students, to explore the teaching profession. SPPS will continue to offer concurrent enrollment education classes in several high schools in partnership with post-secondary institutions. Students in the education classes will have opportunities to participate in experiential learning and internships through partnerships with elementary schools and local community-based organizations.

SPPS will continue to offer college credit bearing Education classes at multiple high schools and the 3M Advanced Training Center. The Introduction to Urban Education class will be taught at five sites, Multicultural Approaches to Education at five sites, Introduction to Special Education at one site, Technology for Educators at one site, and CIS Exploring the Teaching Profession at three sites. In addition, an introductory course, Exploring Education and Social Justice, will be taught at multiple sites. Partnerships have been created with elementary schools and community organizations. Students will continue to observe in classroom observations, volunteer and participate in paid education internships.

In collaboration with MnACTE and Lakes Country Service Cooperative, SPPS will encourage all first, second- and third-year teachers to be part of the “Career and Technical Education Teacher Induction Program”. This program is designed to help new CTE teachers become effective lifelong CTE teachers.

Recruitment and retention efforts with SPPS Human Resources will continue in the upcoming school year. SPPS will continue to offer the Student Teacher Residency (SUTR) program which is a rigorous full-time classroom apprenticeship alongside graduate coursework. SPPS is also partnering with Elevate Teaching and Black Men Teach to train and support recruitment efforts of educators from underrepresented backgrounds.

SPC will explore opportunities to attend CTE Job Fairs, recruitment events, professional development conferences -to name a few, to improve CTE faculty recruitment and retention. Deans at SPC are concerned that student enrollment could suffer if classrooms are not fully staffed by qualified faculty. During this two year cycle application, Perkins will invest in initiatives that would attract underrepresented/minority faculty, and improve employee retention.

- 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.

SPPS will provide information on licensure requirements for CTE educators and will work with the HR department to ensure applicable certification, credential, and licensure requirements are met.

SPPS will continue to provide focused professional development to its new and existing teachers. New teachers will attend new teacher professional development sessions, teacher tenure training, and receive mentoring via the Education Support Pathway. SPPS will continue to invest in Tier 1 teachers to develop their portfolio that will lead to becoming fully licensed. SPPS will continue to work with organizations such as Lakes Country Service Cooperative as a way to recruit and retain teachers. Additionally, the CTE Content Lead Coordinator will be instrumental in providing support to teachers who are interested in learning more about becoming CTE teachers.

SPPS will continue to grow and bolster our new Educator Support Pathway, ESP. This pathway is designed to support educators in their first three years in the classroom. This support involves time outside of the classroom to observe other teachers and to provide extra educator support pathway cohort meetings outside of school hours for professional development and training inside new school systems. Other support includes one on one meetings throughout the school year to help accommodate individual needs.

In FY 25, CTE teachers will have the opportunity to complete teacher externships with industry partners. Teachers will learn about current industry trends and will be able to bring their experiences to the classroom. CTE teachers will be offered professional development opportunities via conferences and workshops relevant to their respective CTE area(s).

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: Provide culturally-relevant tutoring services for multilingual and international CTE students	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>The Consortium has identified a need to provide culturally-relevant tutoring services for multilingual and international CTE students. At all levels, English Learner CTE students are experiencing performance gaps relative to their peers, indicating a need for intervention. English Learners at the secondary level see gaps in four-year graduation rate, reading and math proficiency, and post-program placement compared to their peers (RealTime Talent 2024 CLNA Report, Element 5, p.5). At the postsecondary level, English learners are behind their peers and behind targets in terms of earned postsecondary credentials and nontraditional field enrollment (RealTime Talent 2024 CLNA Report, Element 5, p.13). Providing tutoring services that are culturally relevant and linguistically accessible aims to address these gaps.</p>					
2. Strategies to address need:					
<p>Strategy 1: Secondary will invite EL subject matter experts to meet with CTE teachers for professional development. Strategies will be shared and can then be used in the classroom.</p> <p>Strategy 2: Postsecondary continues to provide culturally relevant and linguistically accessible tutors for English learners for all concentrators.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measurable Outcome 1: Provide EL training to all secondary CTE teachers by March 2025.</p> <p>Measurable Outcome 2: Increase attendance of CTE concentrators utilizing English and Math tutoring services.</p>					

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?

N/A

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

Secondary will invite EL subject matter experts to meet with CTE teachers for professional development. Strategies will be shared and can then be used in the classroom with the goal of closing performance gaps with this particular special population.

Postsecondary continues to provide and support culturally relevant and linguistically accessible tutors for English and Math; Career Pathway Advisors monitor students' persistence and completion rates, intervene when appropriate to promote student's attendance and graduation. A new Career Navigator/Employee Relations position is created to assure CTE students are placed in job and careers they studied for and deserve.

Narrative 10: Consortium Governance

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

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

NEED A: Establish a clear and collaborative governance structure	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3X <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to clarify its governance structure going forward, with collaborative and ongoing support and guidance being the desired relationship between the Consortium partners. New structures are needed to ensure that there are functional processes in place for effective secondary and postsecondary collaboration. The Consortium also needs to establish clear communication norms and systems in place to ensure all Consortium members are continually informed.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: Define purpose and goals by FY 25. • Strategy 2: Ensure that meetings are relevant to the Saint Paul Perkins Consortium needs by FY 25. • Strategy 3: Promote collaboration and joint decision making within the consortium by FY 26. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Measurable Outcome 1: Ensure that all stakeholders understand and are aligned with purpose and goals by FY 25 APR. • Measurable Outcome 2: Create a governance framework by FY 25 APR. • Measurable Outcome 3: Establish clear communication channels, establish inclusive decision-making process, resource sharing by FY 26. 					

1. Provide additional narrative to address the following:
 - a. Describe your consortium's formal governance structure, including:
 - How the consortium leadership is organized,

The Saint Paul Consortium governance is composed of Perkins leaders, CTE secondary and postsecondary administrators, and educators. Members of the consortium will meet formally and/or informally on an average of once a semester. This group consists of:

- SPPS members:
 - Betty Yang, Perkins Leader
 - Anna Morawiecki, Career Pathways Supervisor
 - Breanna Galuska, Partnership Specialist

- Hannah Chan, Career Pathway Development Coordinator
- Carita Green, Executive Director of College and Career Pathways and School Supports
- Beth Coleman, Assistant Director of Office of College and Career Readiness
- Tracy Tomberlin, Engagement Specialist
- Joshua Dery, CTE Content Lead Coordinator
- TBD, SPPS Teacher
- TBD, SPPS Teacher
- SPC members:
 - Perkins Leader, Alicia P Reed
 - CTE Deans
 - Trades Programs
 - Business Programs
 - Health Science Programs
 - STEM Programs
 - Wellness & Services Programs
 - Dean of Students
 - AVP of Academic Affairs
 - AVP of Student Affairs

- Processes used for making financial decisions,

1. Secondary and postsecondary will determine Perkins eligibility requests based on identified programs of study in the local application.
2. Members of the governance committee will meet to discuss financial decisions and/or joint initiatives that require funding from both secondary and postsecondary, once a semester.

- Processes and structures in place to ensure secondary and postsecondary collaboration, and

The Saint Paul Perkins leaders will continue to meet regularly to ensure secondary and postsecondary collaboration is taking place. Members of the consortium will also meet informally without an established agenda on a monthly basis to continue dialogue and relationship building.

- Communication systems in place to ensure all consortium members are continually informed.

The Perkins consortium will each post joint meeting minutes on their separate websites respectively.

- Note any areas of governance that are being developed or improved.

The Saint Paul Perkins consortium is working to develop a formal governance structure that is equitable and sustainable.

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 are addressed.

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

NEED A: Expand the postsecondary esthetics career pathway to higher wage sectors (body contouring and laser)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5X <input checked="" type="checkbox"/>
<p>The Consortium has identified a need to expand the postsecondary esthetics career pathway to include body contouring and laser. These skills offer the potential for graduates to earn higher wages, potentially attracting more nontraditional students to the field. In addition, adding these competencies will make program graduates more prepared to offer in-demand services.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>Explore key steps to ensure the program is comprehensive, compliant with industry standards, and attractive to potential students, and employers.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Expanding the Esthetician curriculum first requires determining regulatory compliance and accreditation, curriculum development, equipment and facilities, and staffing which will be accomplished during FY25.</p> <p>Assuring partnership and collaborations strategies, certification and licensing preparation, marketing and recruitment, scholarships, continuing evaluation and feedback, and alumni engagement opportunities would be developed by FY26.</p> <p>SPC will broker with Minnesota West Consortium to add Esthetician as a new Program of Study.</p>					

NEED B: Develop secondary programs in Biotechnology, EMR, Aviation	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Develop secondary programs in Biotechnology, EMR, Aviation.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
Strategy 1: Partnership Specialist will identify and explore community and industry partnerships for developing programs of study. Strategy 2: SPPS will work with CTE teachers to develop curriculum for areas in Biotechnology, EMR, and Aviation.					
3. Measurable Outcomes (report results in next APR):					
Measurable Outcomes 1: Gain a minimum of one additional partnership from the areas of Biotechnology, EMR, and/or Aviation. Measurable Outcomes 2: Course syllabus and curriculum would be established in Funding POS.					

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.

SPPS - N/A.

- b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

Secondary will focus on developing new programs of study including: Biotechnology, EMR, and Aviation - all of which are high wage, high demand, and high skill in our local labor market. Also, the Consortium has identified a need to expand the postsecondary esthetics career pathway to include body contouring and laser. These skills offer the potential for graduates to earn higher wages, potentially attracting more nontraditional students to the field. In addition, adding these competencies will make program graduates more prepared to offer in-demand services.

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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

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

Consortium Name:	Saint Paul
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Purpose of the CLNA Results and Priorities

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

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

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

The Saint Paul Consortium made the joint decision to contract RealTime Talent to assist in completing the Comprehensive Local Needs Assessment (CLNA). Data was shared with RealTime Talent to complete all Elements of the CLNA. Additionally, many stakeholders including industry and community partners, educators, and students were involved in providing feedback and information to align and inform the consortium.

In working with key partners, RealTime Talent facilitated two successful industry engagement sessions for the consortium. To ensure the opportunity for all industries to be represented, the two engagement sessions were divided by career fields: 1) Health, Human Services, Business, and 2) Engineering, Manufacturing, Construction, Automotive, Agriculture, IT, and Arts. Both SPPS and SPC sent personalized invitations to advisory committee members and community partners to engage in the dialogue about the current state of their respective workforce areas and emerging themes and needs. Over 30 industry professionals attended the sessions and provided valuable information for the consortium.

SPPS conducted a CTE teacher survey this spring to gather data on re-envisioning their CTE programs and professional development interests, including special populations and performance indicators. CTE teachers completed the survey during a districtwide professional development day in March. Data from over 30 teachers were collected.

SPC Faculty Engagement

To engage with students, SPPS worked with their Research, Evaluation, and Assessment department to conduct a student survey. The survey was sent to all students in grades 9-12 across the district. Nearly 2,000 students completed the survey. Important information related to career pathway interests and course decision making factors were collected.

Additionally, consulting hours with RealTime Talent were utilized to facilitate the discussion on determining priorities and programs of studies. During these workshops, Perkins leaders invited other leaders from SPPS and SPC to engage in the discussions. From SPPS, the Career Pathways Supervisor, CTE Content Lead, and Management Assistant were in attendance; from Saint Paul College, the Associate Vice President of Academic Affairs and the College Partnerships Director joined the conversations.

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

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

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

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

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

Name	Title	Group Represented
Erin Olson	Senior Director of Strategic Research	RealTime Talent - Community Partner
Catherine Jett	Research Analyst	RealTime Talent - Community Partner
Julia Diaz	Research Analyst	RealTime Talent - Community Partner
Eri Fujieda	Research Contractor	RealTime Talent - Community Partner
Addison Smith	Program Evaluator	SPPS Research, Evaluation, Assessment (REA)
Allison Jopke	HR Manager, PCL Construction Services, Inc.	SPPS Advisory Member
Becca Stearns	Recruiter, Polar Semiconductor	SPPS Advisory Member
Beth Friberg	Phoenix Program Coordinator, MN DOT	SPPS Advisory Member
Brent Olinger	Director of Education and Workforce Development, Hmong American Partnership	SPPS Advisory Member
Carl Borleis	Director of Program Excellence, Transportation Center of Excellence	SPPS Advisory Member
Carlo Franco	Youth Engagement and Training Manager, City of Saint Paul - Right Track	SPPS Advisory Member
Daniel Klescewski	Manager Surgical Operations, Allina Health	SPC Advisory Member
Dean Derhaag	Education Program Advisor, Allina Health	SPC Advisory Member
Donovan Brummad	Service Director, Luther Automotive Group	SPPS Advisory Member
Elizabeth Stiehl	Staffing & Hiring Manager, BWBR	SPPS Advisory Member
Heidi Rosebud	President, Just For Me Spa	SPC Advisory Member
Jonathan Shaver	Owner, Envision Partners	SPPS Advisory Member
Justin McPhee	General Manager, Westfall Technik	SPC Advisory Member

Name	Title	Group Represented
Leticia Ramirez	Public Pathway Program Manager, City of Saint Paul - Right Track	SPPS Advisory Member
Marcia Lochner	STEM Education and Outreach Program Manager, MN DOT	SPPS Advisory Member
Mark Hodowanic	Senior Financial Empowerment Specialist, Blaze Credit Union	SPPS Advisory Member
Marla Friederichs	Senior Program Officer, Schulze Family Foundation	SPPS Advisory Member
Marney Curfman	Workforce Outreach Coordinator, MN DOT	SPPS Advisory Member
Matt Oberlander	VP of Operations, Twin City Hardware	SPPS Advisory Member
Mirza Huremovic	Automotive Technician Recruiter, Walser Automotive Group	SPPS Advisory Member
Moua Xiong	YJ2 Program Manager, City of Saint Paul - Right Track	SPPS Advisory Member
Nardos Tesfalidet	Right Track Program Supervisor, City of Saint Paul - Right Track	SPPS Advisory Member
Pai Her	Chief Academic Officer, Hmong American Partnership	SPPS Advisory Member
Rebecca Shirley	Community Engagement Coordinator, UMN Dept. of Family Medicine & Community Health	SPPS Advisory Member
Rebecca Snell	Production Leader, Minnetronix Medical	SPPS Advisory Member
Roxanne Lorine	Workforce Development Manager, Goodwill-Easter Seals MN	SPPS Advisory Member
Samantha Yang	HR Generalist, Regions Hospital	SPPS Advisory Member
Sheila Otto Phillips	Senior Program Officer, Schulze Family Foundation	SPPS Advisory Member
Shelbi Klossner	Operations Manager, Fairview Health Services	SPC Advisory Member
Steve Edmunds	Service Director, Inver Grove Toyota	SPPS Advisory Member
Steve Michaels	Sr. Director of Human Resources, Levy Restaurants	SPC Advisory Member
Stuart Edeal	Platform Architect, Thrivent Financial	SPPS Advisory Member
Tricia McPhee	Director of Work-Based Learning Engagement, 3M MAP & GPS Education Partners	SPPS Advisory Member

Name	Title	Group Represented
Wally Kirchoff	Coordinator, Carpenters Training Institute	SPPS Advisory Member
Xue Xiong	YJ1 Program Manager, City of Saint Paul - Right Track	SPPS Advisory Member
SPPS Teachers (Many via Survey)	Teacher	SPPS CTE Teachers
SPC Faculty		
SPPS Students (Many via Survey)	Student	SPPS High School Students
SPC Students		
Katie Pierre	College Partnership Director	
VA Barber	Dean of Trades and Technical Education	Saint Paul College
Tracy Wilson	Dean of Business, Service, Workforce Training, and Continuing Education Programs	Saint Paul College
Enyianda Onunwor	Dean of STEM	Saint Paul College
Julia Bartlett	Dean of Health Sciences	Saint Paul College
Pepe Wonosikou	Dean of Students	Saint Paul College
Kay Francis Garland	AVP Student Affairs	Saint Paul College
Sarah Carrico	AVP Academic Affairs	Saint Paul College
Alicia Reed	Perkins Coordinator	Saint Paul College
Sheryl Saul	Career Services Director	Saint Paul College
Jen Rohde	Executive Director of Institutional Advancement	Saint Paul College
Gabi Miller	Director of Recruitment and Admissions	Saint Paul College

Prioritizing Needs (Optional)

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

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gap s	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: Improve student success (PP placement, credentials, employment) for special populations (3S1 and 1P1)	X				X				X		
Need B: Increase in program quality for work-based learning (5S3)	X				X	X	X	X	X		
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Increase enrollment of SPSS graduates at SPC	X						X				
Need B: Increase CTE program awareness among students and families especially special populations and underrepresented students (3P1)	X	X		X	X				X		X
Need C: Seamless career transitions through Programs of Study	X	X	X			X					
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Establish a clear and collaborative governance structure										X	
Need B: Improve alignment and deduplication of Program of Study offerings	X	X					X				
Need C: Improve alignments and processes managing Perkins' assets acquisition and maintenance at postsecondary		X									
Need D: Improve articulation agreements with partners, both coming into the college and transitioning out. SPC needs opportunities to develop better leverage with these partnerships.		X					X				
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: All faculty & teacher CTE positions filled in secondary and postsecondary	X							X			
Need B: SPSS teachers meet SPC credential requirements and have industry skills	X							X			
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Provide culturally-relevant tutoring services for multilingual and international students	X	X							X		
Need B: Expand postsecondary esthetics career pathway to higher wage sectors (body contouring and laser)	X	X	X								X
Need C: Develop secondary programs in Biotechnology, EMR, Aviation	X	X	X								X

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

PRIORITIZED NEEDS

Element 1: Student Performance on Required Performance Indicators

E1-Need A: Improved student success (PP placement, credentials, employment) for special populations (3S1)

The Consortium has identified the need to increase post program placement for secondary CTE concentrators, particularly for those who identify as Hispanic or Black, as well as students that are English learners (3S1), whose outcomes lag the overall rate in FY2022. Among consortium CTE concentrators, those who are in Special Education have a noticeably lower post-program placement rate than the Consortium CTE concentrator average, 20.3% (vs. 52.4% for SPPC CTE concentrator overall) as of FY2022 (RealTime Talent 2024 CLNA Report, Element 1, p. 20-23).

Although the postsecondary placement rate for Saint Paul College CTE concentrators exceeds the target overall by 10 percentage points, outcomes lag for English learners, Hispanic students, and Black students (1P1). Among Saint Paul College Postsecondary CTE students, those who are English learners have notably lower postsecondary placement rates than the overall rate for SPPC postsecondary CTE students (86.12%), 79.27% and 77.08%, respectively (RealTime Talent 2024 CLNA Report, Element 1, p. 36-41). Postsecondary placement also varies by program of study at Saint Paul College; Among Saint Paul College Postsecondary CTE students, those who have completed postsecondary CTE programs at Saint Paul College in the Hospitality and Tourism career cluster have a notably lower postsecondary placement rate of 73.58% than all Consortium postsecondary CTE students (86.12%) (RealTime Talent 2024 CLNA Report, Element 1, p. 36-41).

E1-Need B: Increase in program quality for work-based learning (5S3)

The Consortium has identified a need to have more work-based learning opportunities that are closely aligned to school course offerings (5S3) and to ensure that all teachers of work-based learning seminars have the correct licenses to deliver programming. It is observed that certain demographics of students, including Hispanic, American Indian, and white students, have some of the lowest work-based learning outcomes for performance indicator 5S3. Specifically, among Consortium secondary CTE concentrators, those who are identified as white have a noticeably lower work-based learning rate than the Consortium CTE concentrator average, 3.1% (vs. 10.2% for CTE concentrators overall) as of FY2022 (RealTime Talent 2024 CLNA Report, Element 1, p. 328-32). The Consortium sees higher work-based learning rates among students that are enrolled in Special Education and students that identify as Black, which the Consortium seeks to explore in order to learn from best practices. Changes in implementation of internship programs and community partnerships in the 2021 school year may have contributed significantly to the undercounting of work-based learning types of experiences at Saint Paul Public Schools. There is an opportunity to leverage partnership opportunities with Saint Paul College to increase access to work-based learning opportunities.

E1-Need C: Improve awareness and admissions for nontraditional/underrepresented students into CTE programs especially Latino students at the postsecondary level (3P1).

Among SPPC Postsecondary CTE students, those who are enrolled in such career clusters as Manufacturing, Human Services, Information Technology, Architecture and Construction, and STEM have notably lower rates of nontraditional program enrollment than all SPPC postsecondary CTE students, 2.91%, 4.21%, 5.66%, 6.03%, and 6.67%, respectively, in comparison with 13.87% for all SPPC postsecondary CTE students.

E1-Need D

E1-Need E

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

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

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

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

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

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

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

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

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

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

PRIORITIZED NEEDS

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

E2-Need A: Increase enrollment of SPPS graduates at SPC

The Consortium has identified a need to increase the enrollment of Saint Paul Public Schools CTE Concentrator graduates into Saint Paul College programs of study. About 76.2% of all students enrolled at Saint Paul Public Schools enrolled in CTE courses in FY2022. As of FY2022, there are 8,091 unique secondary students enrolled in CTE programs at SPPS, with 39.6% of these being Concentrators (Perkins V Enrollment Report: Participants and Concentrators. RealTime Talent 2024 CLNA Report, Element 2, p. 23). At the postsecondary level, there are 2,173 CTE students in the same reporting year, with 56.7% being concentrators as of FY2022 (Minnesota State Participant Enrollment Report FY2022. RealTime talent 2024 CLNA Report, Element 2, p. 67). In analysis of Saint Paul College Fall 2022 enrollment data provided by the college's Institutional Research department, 24% of all students enrolled in Saint Paul College CTE courses last attended high school in the Saint Paul Public School District (RealTime Talent 2024 CLNA Report, Element 2, p.106). More than 100 graduates each from Como Park Senior High School, Central High School, and Harding High School have enrolled in a postsecondary CTE program at Saint Paul College. Students from the Saint Paul Public School District have a similar gender composition as those from other high schools. In contrast, racial and ethnic composition for Saint Paul College students coming from the Saint Paul Public School District differs from those coming from other districts, with relatively fewer white students (9.4% for St. Paul School District's secondary schools vs. 35.8% for other secondary schools) and more Asian students (43.9% vs. 11.1%). Saint Paul College students from the Saint Paul Public School District's secondary schools are more likely to be first generation (75.4% vs. 62.4%) and younger with 75.4% at age 14-24 in comparison to 51.2% for students from other secondary schools. CTE programs in which students from respective secondary schools in the Saint Paul Public School District select are various, plausibly reflecting CTE programming offered at the secondary schools (RealTime Talent 2024 CLNA Report, Element 2, p.106).

The Consortium wants to see the number of Saint Paul Public Schools graduates enrolling in Saint Paul College increase to 900 total students, or about 33% of all Saint Paul College CTE enrollment by Fall 2026 enrollment by entering into data sharing agreements, establishing stronger partnerships, and ensuring high school students have access to early postsecondary credit opportunities. Pathways from SPPS to Saint Paul College will be clear and obvious to students at the middle school and high school levels. SPPS student groups that have lower post-program placement rates (Black, English learners, students experiencing homelessness, and students in special education) and student groups that are underrepresented at Saint Paul College (Hispanic, nontraditional students) will be the focus for secondary-level exposure to college pathways.

E2-Need B Increase CTE program awareness among students and families.

The Consortium has identified a need to increase educational pathway and career awareness among students and their families as a way to improve representation of special populations and diverse students within CTE programs, as well as increase matriculation into SPC from SPPS. The Consortium would like to focus on engaging students and their families in various ways to build their knowledge of POS and career options. While all students may benefit from increased knowledge of POS, one population that the Consortium is interested in focusing on is those who have lived or were born outside of the United States. This is a large segment of SPC's student body: of 2,743 unique students enrolled in SPC's CTE programs as of Fall 2022, 246 last attended international secondary schools, with 86 being international students. These students may be highly familiar with some CTE fields and unaware of others: 41.3% of major declarations at SPC made by this student body are for the information technology career cluster (RealTime Talent 2024 CLNA Report, Element 2, p.106).

E2-Need C Seamless career transitions through Programs of Study

The Consortium has identified a need to improve seamless career transitions through programs of study. They have a vision of approaching industry partners together to develop stackable internships that aid in transitions between secondary, postsecondary, and the workforce. The SPC Graduate Follow-up Survey shows that overall 31.5% of CTE program completers go on to a related job (while 39.6% continue their education) (RealTime Talent 2024 CLNA Report, Element 2, p.123). The share of graduates going on to a related job varies among CTE fields: at the low end are Human Services (23.2%), Arts, Communications & Informations Systems (23.4%) and Health Science Technology (26.0%). The field with the highest share going on to a related job is Engineering, Manufacturing and Technology, at 47.5% (RealTime Talent 2024 CLNA Report, Element 2, p.123). While these rates are much higher than non-CTE graduates (8.2%), the Consortium sees opportunity to do more to tie together secondary CTE, postsecondary CTE, and jobs in CTE fields.

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: Establish a clear and collaborative governance structure

The Consortium has identified a need to clarify its governance structure going forward, with collaborative and ongoing support and guidance being the desired relationship between the Consortium partners. New structures are needed to ensure that there are functional processes in place for effective secondary and postsecondary collaboration. The Consortium also needs to establish clear communication norms and systems in place to ensure all Consortium members are continually informed.

E3-Need B: Improve alignment and deduplication of Program of Study offerings

The Consortium has identified a need to improve alignment of its offerings and deduplicate efforts in Programs of Study. They have a vision for SPPS programs to align with SPC programs wherever possible, allowing students to continue from secondary to postsecondary CTE coursework without unnecessarily repeating content. SPC would like to be the partner of choice for SPPS in CTE fields, and would also like to align its own internal academic planning with Perkins planning. The Consortium sees particular opportunities for alignment in its curricula for Automotive, Construction, Manufacturing, Culinary, and Biotechnology.

E3-Need C: : Improve alignments and processes managing Perkins' assets acquisition and maintenance at postsecondary

E3-Need D: Improve articulation agreements with partners, both coming into the college and transitioning out. SPC needs opportunities to develop better leverage with these partnerships.

E3-Need E

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: All faculty & teacher CTE positions filled in secondary and postsecondary

The Consortium has identified a need to consistently fill all CTE positions at SPPS and SPC. While all positions are currently full, the Consortium has struggled to fill roles in the past, particularly in health sciences, trades, carpentry, and computer science—and empty positions have been eliminated. They anticipate that in the coming 2-3 years they will have additional roles in these fields to fill.

E4-Need B

E4-Need C

E4-Need D

E4-Need E

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

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

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

PRIORITIZED NEEDS

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

E5-Need A: Provide culturally-relevant tutoring services for multilingual and international CTE students

The Consortium has identified a need to provide culturally-relevant tutoring services for multilingual and international CTE students. At all levels, English Learner CTE students are experiencing performance gaps relative to their peers, indicating a need for intervention. English Learners at the secondary level see gaps in four-year graduation rate, reading and math proficiency, and post-program placement compared to their peers (RealTime Talent 2024 CLNA Report, Element 5, p.5). At the postsecondary level, English learners are behind their peers and behind targets in terms of earned postsecondary credentials and nontraditional field enrollment (RealTime Talent 2024 CLNA Report, Element 5, p.13). Providing tutoring services that are culturally relevant and linguistically accessible aims to address these gaps.

E5-Need B: Expand the postsecondary esthetics career pathway to higher wage sectors (body contouring and laser)

The Consortium has identified a need to expand the postsecondary esthetics career pathway to include body contouring and laser. These skills offer the potential for graduates to earn higher wages, potentially attracting more nontraditional students to the field. In addition, adding these competencies will make program graduates more prepared to offer in-demand services.

E5-Need C: Need C: Develop secondary programs in Biotechnology, EMR, Aviation.

E5-Need D

E5-Need E

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$771,984.51	\$33,420.44	\$805,404.95
Postsecondary Allocation:	\$746,968.81	\$33,420.20	\$780,389.01
Total Consortium Allocation:	\$1,518,953.32	\$66,840.64	\$1,585,793.96

INSERTING ADDITIONAL ROWS

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

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

DATA ENTRY

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

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

SUMMARY SPREADSHEET

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

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

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

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

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

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #4	<p>Complete the Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #5	<p>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #6	<p>Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

Narrative Funding--Secondary

(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)	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
110 Administration/Supervision	Daily Perkins/CTE management.										\$62,051.48	\$62,051.48
170 Non Instructional Support	Management of program funds, including data, equipment, requests, and reporting alignment.										\$266,472.06	\$266,472.06
243 Licensed Instructional Support	Develop and maintain career pathways.										\$31,803.78	\$31,803.78
244 Personnel/Non-Salary	Curriculum writing, supplemental pay, etc...		\$10,000.00		\$1,000.00			\$3,000.00	\$4,000.00	\$2,000.00		\$20,000.00
245 Other Salary Payments (Licensed Educators)												\$0.00
246 Personnel/Non-Salary												\$0.00
247 Personnel/Non-Salary	SUBTOTAL	\$0.00	\$10,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$3,000.00	\$4,000.00	\$2,000.00	\$360,327.32	\$380,327.32
210 FICA/Medicare											\$28,729.96	\$28,729.96
214 PERA (Public Employees Retirement Association)											\$14,881.52	\$14,881.52
218 TRA (Teachers Retirement Association)											\$21,943.93	\$21,943.93
220 Health Insurance											\$51,022.35	\$51,022.35
250 Tax Sheltered Annuities/Minnesota Deferred Compensation Plan											\$5,621.11	\$5,621.11
251 Other Pension Plans												\$0.00
252 Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$122,198.87	\$122,198.87
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Lakes Country Service Cooperative and sub pay.		\$20,000.00		\$0.00		\$5,000.00		\$4,000.00			\$29,000.00
360 Transportation Contracts With Private or Public Carriers Including Federal Aid to States	Field trips, etc...		\$16,000.00	\$4,000.00		\$2,000.00	\$2,000.00	\$2,000.00				\$26,000.00
366 Travel, Conventions and Conferences	Mileage, conferences, trainings, workshops, etc...		\$10,000.00		\$4,000.00	\$5,000.00			\$4,000.00	\$4,000.00	\$2,000.00	\$29,000.00
368 Out-of-State Travel/Federal Reimbursement	PD Opportunities: Conferences, etc...		\$8,000.00				\$8,000.00				\$6,000.00	\$22,000.00
320 Communication Services	Printing Services, etc...					\$5,000.00		\$2,000.00		\$2,000.00		\$9,000.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$54,000.00	\$4,000.00	\$4,000.00	\$12,000.00	\$15,000.00	\$4,000.00	\$8,000.00	\$6,000.00	\$8,000.00	\$115,000.00
401 Supplies and Materials - Non-Perishable	Supplies to support staff.										\$500.00	\$500.00
410 Supplies and Materials - Non-Perishable	Equipment to support CTE programs of study and courses.		\$82,789.06		\$5,000.00							\$87,789.06
460 Textbooks and Workbooks	Materials to support POS such as Biotechnology, EMR, Aviation		\$9,000.00									\$4,000.00
820 Dues, Membership, Licenses and Publications	Memberships: MACTA, etc...										\$1,500.00	\$1,500.00
433 Supplies and Materials-Perishable/Consumptive	VR Headsets			\$4,000.00								\$4,000.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$86,789.06	\$4,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$97,789.06
530 Other Equipment Purchased	Equipment to support CTE programs of study and courses.		\$20,000.00									\$20,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$36,669.26	\$36,669.26
2024-2025 Proposed Budget		\$0.00	\$170,789.06	\$8,000.00	\$10,000.00	\$12,000.00	\$15,000.00	\$7,000.00	\$12,000.00	\$8,000.00	\$529,195.45	\$771,984.51

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:

[illegible]

Saint Paul

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
			Biotechnology, EMR, Aviation	
170 Non Instructional Support			\$22,891.99	\$22,891.99
185 Other Salary Payments (licensed or certified)			\$237.68	\$237.68
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$23,129.67	\$23,129.67
210 FICA/Medicare			\$1,751.24	\$1,751.24
218 TRA (Teachers Retirement Association)			\$3,662.72	\$3,662.72
220 Health Insurance			\$2,696.68	\$2,696.68
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$8,110.64	\$8,110.64
320 Communication Services			\$600.00	\$600.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$600.00	\$600.00
				\$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)				\$1,580.13
2024-2025 Proposed Budget		\$0.00	\$31,840.31	\$33,420.44

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

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		
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.*

Funds are requested to invest in personnel to support and implement CTE Perkins programming. \$86, 391.86 will be used to fund staff salary and benefits to oversee Perkins. See job description for Career Pathways Supervisor (.5 FTE). \$350, 690.52 will be used to fund staff salary and benefits to manage Perkins funds, data, equipment, reporting alignment, and provide teacher recruitment and retention support. The Engagement Specialist, a new position, is focused on engagement and building relationships with CTE students, families, and partners. Please see job descriptions for Perkins Grant Coordinator (1.0 FTE), Engagement Specialist (1.0 FTE), and CTE Content Lead Coordinator (.5 FTE). These personnel expenditures are tied to Narratives 2, 8, 10. \$44, 278.88 will go towards CTE Career Pathway Development Coordinator staff salary and benefits who will develop and maintain Career Pathways including opportunities for Programs of Study, Early College and Work-based learning, Narratives 6 and 7. **\$20,000 will go towards supplemental pay for teachers who will assist with improving and creation of curricula used to develop and expand programs of study in areas such as Biotechnology, EMR, and Aviation - to integrate academic tech skills, Narratives 2, 4, 5 7, 8, and 9. These investments are essential in building, sustaining, and expanding CTE programming.**

*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.*

\$29,000 will be used to pay for substitute teachers (Narrative 2, 8, 9) as there are field trip plans to visit CTE programs at post secondary institutions and career related events but not limited to Construct Tomorrow, Career Pathway specific hiring fairs, etc... Saint Paul plans to work with Lakes Country Service Cooperative to support and recruit CTE teachers (Narratives 2 and 6).

\$26,000 will go towards transportation costs to support learning opportunities for students, Narratives 2,3, 5,6,7. **\$29,000** will be used to cover pd opportunities, trainings, and travel expense, Narratives 2, 4, 5, 7, 8, 9, 10. \$22,000 is requested to fund out of state travel for professional development opportunities and trainings, Narratives 2, 6, 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.

\$500 is being requested to support non-instructional supplies for staff, tied to Narrative 10. \$89, 789.06 is requested to support CTE program of study equipment, which is aligned with Narrative 2 and 4. **\$4,000 will be used to purchase VR headsets in collaboration with Ramsey County. This expense will support exposure to high wage, high skill, and in demand careers. \$4,000 will be used on materials to support new programs of study such as textbooks and related materials. Prior approval from MDE will be obtained before purchasing.**

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.

\$20,000 is requested to cover industry grade equipment, crucial to learning and gaining work ready skills (Narrative 2).

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.*

\$36,669.26 of Federal and Nonpublic Indirect Cost will be used to cover administration fees, including SPPS's accountants, Human Resources, Grants department, and Business Office.

*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.*

SPPS will use Reserve Funds to develop new programs of study in the areas of Biotechnology, EMR, and Aviation. \$31,002.63 of the Reserve funding will be expended on the Partnership Specialist's salary and benefits. \$600 will go towards communication services. This role is essential in identifying community partnerships and building relationships as potential new programs of study are being developed. \$237.69 will be expended on support such as curriculum writing as SPPS is exploring and developing new programs of study. The remaining, \$1,580.13, will be used to cover indirect costs such as administration fees, SPPS's accountants, Human Resources, Grants department, and Business Office.

Narrative Funding...Postsecondary

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Perkins Coordinator	1.0 Perkins Coordinator										\$ 93,993.00	\$93,993.00
Health Pathways Advisor	0.5 Health Pathways Advisor					\$46,996.00						\$46,996.00
Accessibility Specialist	0.5 Accessibility Specialist					\$47,522.00						\$47,522.00
PSEO/Admissions Recruiter	0.5 PSEO/Admissions Recruiter							\$48,180.00				\$48,180.00
ESL-English Foundations-Writing	0.5 ESL-English Foundations-Writing					\$41,228.00						\$41,228.00
Science Study Coordinator	0.25 Science Study Coordinator					\$20,292.00						\$20,292.00
Career Services Office: Career GLP/Navigator-Employee Relations Coordinator-NEW	.5 Guided Learning Pathways-Navigator/Employee Relations Coordinator-NEW					\$46,996.00						\$46,996.00
Professional Math Tutor	0.6 Professional Math Tutor					\$47,111.00						\$47,111.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$250,145.00	\$0.00	\$48,180.00	\$0.00	\$0.00	\$93,993.00	\$392,318.00
Truck Diesel Tech	Continue to expand curriculum by adding medium and heavy-duty trucks to the curriculum. Requesting 37K for an Aligner and 20K for a Hydraulic trainer.		\$57,000.00									\$57,000.00
Auto Tech	Specific equipment to be determined		\$20,000.00									\$20,000.00
Pharmacy Tech	Infusion pump simulator, transportation for recruitment/campus visits, promotional video		\$20,000.00									\$20,000.00
Electromechanical Systems	Specific equipment to be determined		\$40,000.00									\$40,000.00
Office Management Professional	Customer Service Enhancement software program, marketing and recruitment, Faculty Professional Development					\$10,000.00						\$10,000.00
SIM Lab	2 babies of color manikins for SIM skill lab.					\$20,000.00						\$20,000.00
Respiratory Tech	Requesting Non-invasive ventilations x2 16K ea. \$33K & High frequency ches wall oscillation devices x3 15K ea. \$45K		\$77,000.00									\$77,000.00
Equipment	SUBTOTAL	\$0.00	\$214,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$244,000.00
Campus Visits for CTE programs for students	Bus Services High School Visits/Open Houses/CTE Days/Middle school campus visits. \$2k p/bus total 8 buses.		\$18,000.00									\$18,000.00
CTE program awareness campaign	Redesign program recruitment materials to reach CTE students and families. Possibly looking at a third party agency to designed CTE admissions materials transated to several languages Spanish, Hmong, Kare, and Somali.		\$50,000.00									\$50,000.00
Disability Student Services	Screen reading technology for CTE students with reported disabilities					\$5,000.00						\$5,000.00
Career Student Services	Focus 2 Career Planning Software Subscription to support efforts increasing post-program placement			\$3,424.00								\$3,424.00
Tutoring Services	Professional development for science and math tutors teaching english learners.					\$4,000.00						\$4,000.00
Academic Effectiveness Innovation Office	Professional Dev.Focus on Teaching and Supporting Perkins Special Populations. New Dean is hired during summer 2024.					\$9,000.00						\$9,000.00
CTE Faculty Recruitment	CTE Faculty recruitment/retention/CTE credentials. Requesting funds to attend CTE Job Fairs, Women Professionals, and adds in specific minority networking sites.								\$10,000.00			
Professional Dev -Perkins Coordinator	Requesting funds to attend FY25 conferences. 1) CTE Works! (Nov 19-20.24); 2) NACTEI (April 22-25.25); and, 3) ACTE CareerTech Vision (Dec 4-7.24)								\$5,076.00			
College Partnerships	Concurrent Enrollment requesting professional development for staff addressing Special Populations and English learners students.							\$6,150.81				\$6,150.81
Student Access and Support	SUBTOTAL	\$0.00	\$68,000.00	\$3,424.00	\$0.00	\$18,000.00	\$0.00	\$6,150.81	\$15,076.00	\$0.00	\$0.00	\$95,574.81
Administration--Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount 2024-2025 Proposed Budget												\$34,000.00
		\$0.00	\$282,000.00	\$3,424.00	\$0.00	\$298,145.00	\$0.00	\$54,330.81	\$15,076.00	\$0.00	\$93,993.00	\$765,892.81

[illegible]

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.*

SPC is using Perkins award on Personnel expenditures as follows: 1) \$93993, Perkins Coordinator, Narrative 10; 100% 2) Accessibility Specialist: \$47,522, Narrative 5, 50%; 3) PSEO/Admissions Recruiter: \$48180, Narrative 7, 50%; 4) ESL-English Foundations-Writing; \$41228, narrative 5, 50%; 5) Science Study Coordinator: \$20292, 25%, Narrative 5. 6) Career Services Office, Guided Learning Pathways (GLP) Navigator/Employee Relations Coordinator: \$46996, Narrative 5, 50%; 7) Professional Math Tutor: \$47111, 60%; 8) Health Science Pathways Advisor: \$46996, Narrative 2, 50%.

*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.*

SPC is planning to use FY25 Perkins funds for Equipment expenditures under Narrative 2: POS aiming at helping English learners enrolled in CTE POS. These funds are used to purchase specialized tools and resources that enhance practical learning experiences. Funds are allocated to acquire state-of-the-art machinery, software, and education materials that cater to the unique needs of English learners, ensuring they receive hands-on training in a supportive and accessible learning environment. This investment helps bridge language barriers, offering equitable opportunities for skill development and career readiness. For FY25 Perkins application plan, Truck Diesel Tech is requesting \$57K to continue to expand curriculum by adding medium and heavy-duty trucks to the curriculum. Requesting 37K for an Aligner and 20K for a Hydraulic trainer. Auto Tech Create/Expand Auto POS with SPPS and/or 916-Auto programs. New Auto faculty has been hired who will provide rationale for these new additions to the Auto Lab. Pharmacy Tech is requesting funds to purchase new technology that simulates infusion pump for bags and syringes. Students need to learn to manage and set up these pumps as pharmacy technician roles expand in hospital, infusion centers, and point of care. Students would be using this technology in semesters 2 and 3 hospital and sterile products courses. The program does not have this type of technology in the lab. Quotes have been requested. This product should be in the range of \$5,000-\$6,000. Also, Farmacy Tech seeks to host recruitment/campus visits at least one session in the fall and two sessions in the spring that would provide information about being a pharmacy tech with hands-on activities. Estimating one bus per session. \$6,000. Remaining funds, \$8000 approximately, would be used to create a promotional video in our pharmacy lab. This could be a tour or having current students or alumni talk about their experience in the field. This marketing materials would be shown at events or put on the program page in the website. Equipment for Narrative 5: Special Populations is directed to assist in the effectiveness of teaching and learning of English Learners as well as other Special population student groups that struggle with learning comprehension skills, and visual learning tools are more effective for these students. Office Management Professional seeks approval of \$10K to be distributed as follow: 1) 50% in Innovation in Teaching targeting Special Populations students. Requesting to purchase Software Program for Customer Service Enhancement designed to enhance the Customer Service course. This software provides real-life scenarios for answering customer calls, allowing students, especially English Learner to practice these critical skills, and receive continuous and on-the-spot feedback from instructors. 2) 30% on Marketing recruitment efforts related to the Office Management Professional Associate of Applied Science (AAS) Degree and the Customer Service Certificate. The certificate is stackable into the AAS degree, and the program wants to promote this advantage to students and families, improving enrollment for SPC and more graduates into the community. Faculty Professional Development. Nursing and Health Science SIM Lab is seeking \$20K to purchase 2 babies of color to represent and reflect the students we serve. And, the Respiratory Tech program is requesting \$77K for a Non-invasive ventilations x2 16K ea. \$32K & High frequency chest wall oscillation devices x3 15K ea. \$45K. Electricalmechanical programs seeks innovation in teaching with new equipment of \$40k aiming new Americans/English learners. Details on funds allocations are not available at this moment.

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.*

Student Access and Support Services seek Perkins funds to improve access and awareness of SPPS students to SPC CTE Programs, and well as other members of the community we serve. SPC is hoping to bring education not only to young individuals; we hope to reach as many as learners as possible including all ages. Narrative 2: POS has allocated \$18K for Bus Services for High School Visits, Open Houses, CTE Days, and Middle school campus visits. \$2k p/bus total 10 buses, 2 to 3 visits; \$50k in Marketing recruitment materials like view books, and programs information cards printed in Spanish, Hmong, Karen, and Somali. Narrative 5: Special Populations seeks to invest \$5K for screen reading technology for CTE students with reported disabilities; \$3424 for Career Services to pay 50% of a FOCUS 2 Career, Career and Education Planning System software subscription (General Budget will fund other 50%). Tutoring Services is requesting \$4K for Professional Development for tutors. The Academic Effectiveness and Innovation Office is seeking funding for \$9K for Professional Development focusing on Teaching and Supporting Perkins Special Populations. New Dean is hired by August 2024 which will provide details and rationale for these funds. Narrative 8: CTE Deans have expressed the need to have all classes fully staffed in order to increase student enrollment. HR is seeking \$10K to support job fairs participation and advertising adds targeting underrepresented faculty individuals' organizations, magazines, and/or publications. The Perkins Coordinator is requesting \$5076 to attend FY25 conferences such as 1) CTE Works! (Nov 19-20.24); 2) NACTEI (April 22-25.25); and, 3) ACTE CareerTech Vision (Dec 4-7.24). Narrative 7: \$6150.81 Funding to support professional development for College Partnership office advisors supporting CTE students transitioning from high school to SPC.

*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.*

Our federal and nonpublic indirect costs cover general college operations which are necessary to facilitate effective administration of Perkins funds. This includes business office support for the fiscal management of the grant during academic years FY25 and FY26.

*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.*

SPC is looking to offer a new Esthetician POS with Minnesota West Consortium. SPC will request to broker with them in the Personal Care Services career cluster. Brokering with another consortium is a new endeavour for SPC and I don't know yet what is going to be required and what steps to follow. Funds will be allocated for 16K Professional Dev for the Dean and faculty chair; \$6K for faculty training; \$2K curriculum preparation; and, remaining \$9,420.20 for equipment.

Saint Paul

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
			ESTHETICIAN POS	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Professional Development for new Esthetician POS	Funds will be allocated for 16K Professional Dev: Department Dean and Faculty Chair		\$16,000.00	\$16,000.00
Professional Development for new Esthetician POS	Faculty Training materials		\$6,000.00	\$6,000.00
Professional Development for new Esthetician POS	Curriculum research and preparation		\$2,000.00	\$2,000.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$24,000.00	\$24,000.00
NEW_Esthetician POS	Radio Microneedling system		\$9,420.20	\$9,420.20
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$9,420.20	\$9,420.20
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$0.00
2024-2025 Proposed Budget		\$0.00	\$33,420.20	\$33,420.20

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

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

Consortium Plan: Budget Summary 2022-2023

<div style="display: flex; justify-content: space-between;"> Saint Paul July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$170,789.06		\$170,789.06
	Postsecondary		\$282,000.00	\$282,000.00
	Total	\$170,789.06	\$282,000.00	\$452,789.06
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$8,000.00		\$8,000.00
	Postsecondary		\$3,424.00	\$3,424.00
	Total	\$8,000.00	\$3,424.00	\$11,424.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$10,000.00		\$10,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$10,000.00	\$0.00	\$10,000.00
Narrative 5: Special Populations	Secondary	\$12,000.00		\$12,000.00
	Postsecondary		\$298,145.00	\$298,145.00
	Total	\$12,000.00	\$298,145.00	\$310,145.00
Narrative 6: Work - Based Learning	Secondary	\$15,000.00		\$15,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$15,000.00	\$0.00	\$15,000.00
Narrative 7: Early College	Secondary	\$7,000.00		\$7,000.00
	Postsecondary		\$54,330.81	\$54,330.81
	Total	\$7,000.00	\$54,330.81	\$61,330.81
Narrative 8: Support for Professionals	Secondary	\$12,000.00		\$12,000.00
	Postsecondary		\$15,076.00	\$15,076.00
	Total	\$12,000.00	\$15,076.00	\$27,076.00
Narrative 9: Performance Gaps	Secondary	\$8,000.00		\$8,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$8,000.00	\$0.00	\$8,000.00
Narrative 10: Governance	Secondary	\$529,195.45		\$529,195.45
	Postsecondary		\$93,993.00	\$93,993.00
	Total	\$529,195.45	\$93,993.00	\$623,188.45
Narrative 11: Reserve Funds	Secondary	\$33,420.44		\$33,420.44
	Postsecondary		\$33,420.20	\$33,420.20
	Total	\$33,420.44	\$33,420.20	\$66,840.64
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$38,249.39		\$38,249.39
	Postsecondary		\$0.00	\$0.00
	Total	\$38,249.39	\$0.00	\$38,249.39
PLAN TOTALS	Secondary	\$805,404.95		\$805,404.95
	Postsecondary		\$780,389.01	\$780,389.01
	Total	\$805,404.95	\$780,389.01	\$1,585,793.96

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$771,984.51	\$33,420.44	\$805,404.95
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$746,968.81	\$33,420.20	\$780,389.01
Budget Over /Short	\$0.00	\$0.00	\$0.00

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$771,984.51	\$33,420.44	\$805,404.95
Postsecondary Allocation:	\$746,968.81	\$33,420.20	\$780,389.01
Total Consortium Allocation:	\$1,518,953.32	\$66,840.64	\$1,585,793.96

INSERTING ADDITIONAL ROWS

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

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

DATA ENTRY

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

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

SUMMARY SPREADSHEET

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

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

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

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

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

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #4	<p>Complete the Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #5	<p>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #6	<p>Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

Narrative Funding--Secondary

(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)	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
110 Administration/Supervision	Daily Perkins/CTE management.										\$62,051.48	\$62,051.48
170 Non Instructional Support	Management of program funds, including data, equipment, requests, and reporting alignment.										\$266,472.06	\$266,472.06
243 Licensed Instructional Support	Develop and maintain career pathways.										\$31,803.78	\$31,803.78
244 Personnel/Salary (Licensed Educators)	Curriculum writing, supplemental pay, etc...		\$10,000.00		\$1,000.00		\$3,000.00	\$4,000.00	\$2,000.00			\$20,000.00
												\$0.00
												\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$10,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$3,000.00	\$4,000.00	\$2,000.00	\$360,327.32	\$380,327.32
210 FICA/Medicare											\$28,729.96	\$28,729.96
214 PERA (Public Employees Retirement Association)											\$14,881.52	\$14,881.52
218 TRA (Teachers Retirement Association)											\$21,943.93	\$21,943.93
220 Health Insurance											\$51,022.35	\$51,022.35
250 Tax Sheltered Annuities/Minnesota Deferred Compensation Plan											\$5,621.11	\$5,621.11
												\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$122,198.87	\$122,198.87
303 Federal Subgrant and Subcontracts - Amount up to \$25,000	Lakes Country Service Cooperative and sub pay.		\$20,000.00		\$0.00		\$5,000.00		\$4,000.00			\$29,000.00
360 Transportation Contracts With Private or Public Carriers Including Federal Aid to States	Field trips, etc...		\$16,000.00	\$4,000.00		\$2,000.00	\$2,000.00	\$2,000.00				\$26,000.00
386 Travel, Conventions and Conferences	Mileage, conferences, trainings, workshops, etc...		\$10,000.00		\$4,000.00	\$5,000.00			\$4,000.00	\$4,000.00	\$2,000.00	\$29,000.00
396 Out-of-State Travel/Federal Reimbursement	PD Opportunities: Conferences, etc...		\$8,000.00				\$8,000.00				\$6,000.00	\$22,000.00
320 Communication Services	Printing Services, etc...					\$5,000.00		\$2,000.00		\$2,000.00		\$9,000.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$54,000.00	\$4,000.00	\$4,000.00	\$12,000.00	\$15,000.00	\$4,000.00	\$8,000.00	\$6,000.00	\$8,000.00	\$115,000.00
401 Supplies and Materials - Non Instructional	Supplies to support staff.										\$500.00	\$500.00
410 Supplies and Materials - Non Instructional	Equipment to support CTE programs of study and courses.		\$82,789.06		\$5,000.00							\$87,789.06
460 Textbooks and Workbooks	Materials to support POS such as Biotechnology, EMR, Aviation		\$9,000.00									\$4,000.00
820 Dues, Membership, Licenses and Fees	Memberships: MACTA, etc...										\$1,500.00	\$1,500.00
433 Supplies and Materials- Instructional	VR Headsets			\$4,000.00								\$4,000.00
												\$0.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$86,789.06	\$4,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$97,789.06
530 Other Equipment Purchased			\$20,000.00									\$20,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$36,669.26	\$36,669.26
2024-2025 Proposed Budget		\$0.00	\$170,789.06	\$8,000.00	\$10,000.00	\$12,000.00	\$15,000.00	\$7,000.00	\$12,000.00	\$8,000.00	\$529,195.45	\$771,984.51

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:

[illegible]

Saint Paul

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
			Biotechnology, EMR, Aviation	
170 Non Instructional Support			\$22,891.99	\$22,891.99
185 Other Salary Payments (licensed or certified)			\$237.68	\$237.68
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$23,129.67	\$23,129.67
210 FICA/Medicare			\$1,751.24	\$1,751.24
218 TRA (Teachers Retirement Association)			\$3,662.72	\$3,662.72
220 Health Insurance			\$2,696.68	\$2,696.68
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$8,110.64	\$8,110.64
320 Communication Services			\$600.00	\$600.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$600.00	\$600.00
				\$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)				\$1,580.13
2024-2025 Proposed Budget		\$0.00	\$31,840.31	\$33,420.44

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

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		
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.*

Funds are requested to invest in personnel to support and implement CTE Perkins programming. \$86, 391.86 will be used to fund staff salary and benefits to oversee Perkins. See job description for Career Pathways Supervisor (.5 FTE). \$350, 690.52 will be used to fund staff salary and benefits to manage Perkins funds, data, equipment, reporting alignment, and provide teacher recruitment and retention support. The Engagement Specialist, a new position, is focused on engagement and building relationships with CTE students, families, and partners. Please see job descriptions for Perkins Grant Coordinator (1.0 FTE), Engagement Specialist (1.0 FTE), and CTE Content Lead Coordinator (.5 FTE). These personnel expenditures are tied to Narratives 2, 8, 10. \$44, 278.88 will go towards CTE Career Pathway Development Coordinator staff salary and benefits who will develop and maintain Career Pathways including opportunities for Programs of Study, Early College and Work-based learning, Narratives 6 and 7. **\$20,000 will go towards supplemental pay for teachers who will assist with improving and creation of curricula used to develop and expand programs of study in areas such as Biotechnology, EMR, and Aviation - to integrate academic tech skills, Narratives 2, 4, 5 7, 8, and 9. These investments are essential in building, sustaining, and expanding CTE programming.**

*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.*

\$29,000 will be used to pay for substitute teachers (Narrative 2, 8, 9) as there are field trip plans to visit CTE programs at post secondary institutions and career related events but not limited to Construct Tomorrow, Career Pathway specific hiring fairs, etc... Saint Paul plans to work with Lakes Country Service Cooperative to support and recruit CTE teachers (Narratives 2 and 6).

\$26,000 will go towards transportation costs to support learning opportunities for students, Narratives 2,3, 5,6,7. **\$29,000** will be used to cover pd opportunities, trainings, and travel expense, Narratives 2, 4, 5, 7, 8, 9, 10. \$22,000 is requested to fund out of state travel for professional development opportunities and trainings, Narratives 2, 6, 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.

\$500 is being requested to support non-instructional supplies for staff, tied to Narrative 10. \$89, 789.06 is requested to support CTE program of study equipment, which is aligned with Narrative 2 and 4. **\$4,000 will be used to purchase VR headsets in collaboration with Ramsey County. This expense will support exposure to high wage, high skill, and in demand careers. \$4,000 will be used on materials to support new programs of study such as textbooks and related materials. Prior approval from MDE will be obtained before purchasing.**

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.

\$20,000 is requested to cover industry grade equipment, crucial to learning and gaining work ready skills (Narrative 2).

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.*

\$36,669.26 of Federal and Nonpublic Indirect Cost will be used to cover administration fees, including SPPS's accountants, Human Resources, Grants department, and Business Office.

*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.*

SPPS will use Reserve Funds to develop new programs of study in the areas of Biotechnology, EMR, and Aviation. \$31,002.63 of the Reserve funding will be expended on the Partnership Specialist's salary and benefits. \$600 will go towards communication services. This role is essential in identifying community partnerships and building relationships as potential new programs of study are being developed. \$237.69 will be expended on support such as curriculum writing as SPPS is exploring and developing new programs of study. The remaining, \$1,580.13, will be used to cover indirect costs such as administration fees, SPPS's accountants, Human Resources, Grants department, and Business Office.

Narrative Funding...Postsecondary

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Perkins Coordinator	1.0 Perkins Coordinator										\$ 93,993.00	\$93,993.00
Health Pathways Advisor	0.5 Health Pathways Advisor					\$46,996.00						\$46,996.00
Accessibility Specialist	0.5 Accessibility Specialist					\$47,522.00						\$47,522.00
PSEO/Admissions Recruiter	0.5 PSEO/Admissions Recruiter							\$48,180.00				\$48,180.00
ESL-English Foundations-Writing	0.5 ESL-English Foundations-Writing					\$41,228.00						\$41,228.00
Science Study Coordinator	0.25 Science Study Coordinator					\$20,292.00						\$20,292.00
Career Services Office: Career GLP/Navigator-Employee Relations Coordinator-NEW	.5 Guided Learning Pathways-Navigator/Employee Relations Coordinator-NEW					\$46,996.00						\$46,996.00
Professional Math Tutor	0.6 Professional Math Tutor					\$47,111.00						\$47,111.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$250,145.00	\$0.00	\$48,180.00	\$0.00	\$0.00	\$93,993.00	\$392,318.00
Truck Diesel Tech	Continue to expand curriculum by adding medium and heavy-duty trucks to the curriculum. Requesting 37K for an Aligner and 20K for a Hydraulic trainer.		\$57,000.00									\$57,000.00
Auto Tech	Specific equipment to be determined		\$20,000.00									\$20,000.00
Pharmacy Tech	Infusion pump simulator, transportation for recruitment/campus visits, promotional video		\$20,000.00									\$20,000.00
Electromechanical Systems	Specific equipment to be determined		\$40,000.00									\$40,000.00
Office Management Professional	Customer Service Enhancement software program, marketing and recruitment, Faculty Professional Development					\$10,000.00						\$10,000.00
SIM Lab	2 babies of color manikins for SIM skill lab.					\$20,000.00						\$20,000.00
Respiratory Tech	Requesting Non-invasive ventilations x2 16K ea. \$33K & high frequency ches wall oscillation devices x3 15K ea. \$45K		\$77,000.00									\$77,000.00
Equipment	SUBTOTAL	\$0.00	\$214,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$244,000.00
Campus Visits for CTE programs for students	Bus Services High School Visits/Open Houses/CTE Days/Middle school campus visits. \$2k p/bus total 8 buses.		\$18,000.00									\$18,000.00
CTE program awareness campaigng	Redesign program recruitment materials to reach CTE students and families. Possibly looking at a third party agency to designed CTE admissions materials transated to several languages Spanish, Hmong, Kare, and Somali.		\$50,000.00									\$50,000.00
Disability Student Services	Screen reading technology for CTE students with reported disabilities					\$5,000.00						\$5,000.00
Career Student Services	Focus 2 Career Planning Software Subscription to support efforts increasing post-program placement			\$3,424.00								\$3,424.00
Tutoring Services	Professional development for science and math tutors teaching english learners.					\$4,000.00						\$4,000.00
Academic Effectiveness Innovation Office	Professional Dev.Focus on Teaching and Supporting Perkins Special Populations. New Dean is hired during summer 2024.					\$9,000.00						\$9,000.00
CTE Faculty Recruitment	CTE Faculty recruitment/retention/CTE credentials. Requesting funds to attend CTE Job Fairs, Women Professionals, and adds in specific minority networking sites.								\$10,000.00			
Professional Dev -Perkins Coordinator	Requesting funds to attend FY25 conferences. 1) CTE Works! (Nov 19-20.24); 2) NACTEI (April 22-25.25); and, 3) ACTE CareerTech Vision (Dec 4-7.24)								\$5,076.00			
College Partnerships	Concurrent Enrollment requesting professional development for staff addressing Special Populations and English learners students.							\$6,150.81				\$6,150.81
Student Access and Support	SUBTOTAL	\$0.00	\$68,000.00	\$3,424.00	\$0.00	\$18,000.00	\$0.00	\$6,150.81	\$15,076.00	\$0.00	\$0.00	\$95,574.81
Administration--Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount 2024-2025 Proposed Budget												\$34,000.00

[illegible]

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.*

SPC is using Perkins award on Personnel expenditures as follows: 1) \$93993, Perkins Coordinator, Narrative 10; 100% 2) Accessibility Specialist: \$47,522, Narrative 5, 50%; 3) PSEO/Admissions Recruiter: \$48180, Narrative 7, 50%; 4) ESL-English Foundations-Writing; \$41228, narrative 5, 50%; 5) Science Study Coordinator: \$20292, 25%, Narrative 5. 6) Career Services Office, Guided Learning Pathways (GLP) Navigator/Employee Relations Coordinator: \$46996, Narrative 5, 50%; 7) Professional Math Tutor: \$47111, 60%; 8) Health Science Pathways Advisor: \$46996, Narrative 2, 50%.

*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.*

SPC is planning to use FY25 Perkins funds for Equipment expenditures under Narrative 2: POS aiming at helping English learners enrolled in CTE POS. These funds are used to purchase specialized tools and resources that enhance practical learning experiences. Funds are allocated to acquire state-of-the-art machinery, software, and education materials that cater to the unique needs of English learners, ensuring they receive hands-on training in a supportive and accessible learning environment. This investment helps bridge language barriers, offering equitable opportunities for skill development and career readiness. For FY25 Perkins application plan, Truck Diesel Tech is requesting \$57K to continue to expand curriculum by adding medium and heavy-duty trucks to the curriculum. Requesting 37K for an Aligner and 20K for a Hydraulic trainer. Auto Tech Create/Expand Auto POS with SPPS and/or 916-Auto programs. New Auto faculty has been hired who will provide rationale for these new additions to the Auto Lab. Pharmacy Tech is requesting funds to purchase new technology that simulates infusion pump for bags and syringes. Students need to learn to manage and set up these pumps as pharmacy technician roles expand in hospital, infusion centers, and point of care. Students would be using this technology in semesters 2 and 3 hospital and sterile products courses. The program does not have this type of technology in the lab. Quotes have been requested. This product should be in the range of \$5,000-\$6,000. Also, Farmacy Tech seeks to host recruitment/campus visits at least one session in the fall and two sessions in the spring that would provide information about being a pharmacy tech with hands-on activities. Estimating one bus per session. \$6,000. Remaining funds, \$8000 approximately, would be used to create a promotional video in our pharmacy lab. This could be a tour or having current students or alumni talk about their experience in the field. This marketing materials would be shown at events or put on the program page in the website. Equipment for Narrative 5: Special Populations is directed to assist in the effectiveness of teaching and learning of English Learners as well as other Special population student groups that struggle with learning comprehension skills, and visual learning tools are more effective for these students. Office Management Professional seeks approval of \$10K to be distributed as follow: 1) 50% in Innovation in Teaching targeting Special Populations students. Requesting to purchase Software Program for Customer Service Enhancement designed to enhance the Customer Service course. This software provides real-life scenarios for answering customer calls, allowing students, especially English Learner to practice these critical skills, and receive continuous and on-the-spot feedback from instructors. 2) 30% on Marketing recruitment efforts related to the Office Management Professional Associate of Applied Science (AAS) Degree and the Customer Service Certificate. The certificate is stackable into the AAS degree, and the program wants to promote this advantage to students and families, improving enrollment for SPC and more graduates into the community. Faculty Professional Development. Nursing and Health Science SIM Lab is seeking \$20K to purchase 2 babies of color to represent and reflect the students we serve. And, the Respiratory Tech program is requesting \$77K for a Non-invasive ventilations x2 16K ea. \$32K & High frequency chest wall oscillation devices x3 15K ea. \$45K. Electricalmechanical programs seeks innovation in teaching with new equipment of \$40k aiming new Americans/English learners. Details on funds allocations are not available at this moment.

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.*

Student Access and Support Services seek Perkins funds to improve access and awareness of SPPS students to SPC CTE Programs, and well as other members of the community we serve. SPC is hoping to bring education not only to young individuals; we hope to reach as many as learners as possible including all ages. Narrative 2: POS has allocated \$18K for Bus Services for High School Visits, Open Houses, CTE Days, and Middle school campus visits. \$2k p/bus total 10 buses, 2 to 3 visits; \$50k in Marketing recruitment materials like view books, and programs information cards printed in Spanish, Hmong, Karen, and Somali. Narrative 5: Special Populations seeks to invest \$5K for screen reading technology for CTE students with reported disabilities; \$3424 for Career Services to pay 50% of a FOCUS 2 Career, Career and Education Planning System software subscription (General Budget will fund other 50%). Tutoring Services is requesting \$4K for Professional Development for tutors. The Academic Effectiveness and Innovation Office is seeking funding for \$9K for Professional Development focusing on Teaching and Supporting Perkins Special Populations. New Dean is hired by August 2024 which will provide details and rationale for these funds. Narrative 8: CTE Deans have expressed the need to have all classes fully staffed in order to increase student enrollment. HR is seeking \$10K to support job fairs participation and advertising adds targeting underrepresented faculty individuals' organizations, magazines, and/or publications. The Perkins Coordinator is requesting \$5076 to attend FY25 conferences such as 1) CTE Works! (Nov 19-20.24); 2) NACTEI (April 22-25.25); and, 3) ACTE CareerTech Vision (Dec 4-7.24). Narrative 7: \$6150.81 Funding to support professional development for College Partnership office advisors supporting CTE students transitioning from high school to SPC.

*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.*

Our federal and nonpublic indirect costs cover general college operations which are necessary to facilitate effective administration of Perkins funds. This includes business office support for the fiscal management of the grant during academic years FY25 and FY26.

*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.*

SPC is looking to offer a new Esthetician POS with Minnesota West Consortium. SPC will request to broker with them in the Personal Care Services career cluster. Brokering with another consortium is a new endeavour for SPC and I don't know yet what is going to be required and what steps to follow. Funds will be allocated for 16K Professional Dev for the Dean and faculty chair; \$6K for faculty training; \$2K curriculum preparation; and, remaining \$9,420.20 for equipment.

Saint Paul

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
			ESTHETICIAN POS	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Professional Development for new Esthetician POS	Funds will be allocated for 16K Professional Dev: Department Dean and Faculty Chair		\$16,000.00	\$16,000.00
Professional Development for new Esthetician POS	Faculty Training materials		\$6,000.00	\$6,000.00
Professional Development for new Esthetician POS	Curriculum research and preparation		\$2,000.00	\$2,000.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$24,000.00	\$24,000.00
NEW_Esthetician POS	Radio Microneedling system		\$9,420.20	\$9,420.20
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$9,420.20	\$9,420.20
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$0.00
2024-2025 Proposed Budget		\$0.00	\$33,420.20	\$33,420.20

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

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

Consortium Plan: Budget Summary 2022-2023

<div style="display: flex; justify-content: space-between;"> Saint Paul July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$170,789.06		\$170,789.06
	Postsecondary		\$282,000.00	\$282,000.00
	Total	\$170,789.06	\$282,000.00	\$452,789.06
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$8,000.00		\$8,000.00
	Postsecondary		\$3,424.00	\$3,424.00
	Total	\$8,000.00	\$3,424.00	\$11,424.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$10,000.00		\$10,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$10,000.00	\$0.00	\$10,000.00
Narrative 5: Special Populations	Secondary	\$12,000.00		\$12,000.00
	Postsecondary		\$298,145.00	\$298,145.00
	Total	\$12,000.00	\$298,145.00	\$310,145.00
Narrative 6: Work - Based Learning	Secondary	\$15,000.00		\$15,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$15,000.00	\$0.00	\$15,000.00
Narrative 7: Early College	Secondary	\$7,000.00		\$7,000.00
	Postsecondary		\$54,330.81	\$54,330.81
	Total	\$7,000.00	\$54,330.81	\$61,330.81
Narrative 8: Support for Professionals	Secondary	\$12,000.00		\$12,000.00
	Postsecondary		\$15,076.00	\$15,076.00
	Total	\$12,000.00	\$15,076.00	\$27,076.00
Narrative 9: Performance Gaps	Secondary	\$8,000.00		\$8,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$8,000.00	\$0.00	\$8,000.00
Narrative 10: Governance	Secondary	\$529,195.45		\$529,195.45
	Postsecondary		\$93,993.00	\$93,993.00
	Total	\$529,195.45	\$93,993.00	\$623,188.45
Narrative 11: Reserve Funds	Secondary	\$33,420.44		\$33,420.44
	Postsecondary		\$33,420.20	\$33,420.20
	Total	\$33,420.44	\$33,420.20	\$66,840.64
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$38,249.39		\$38,249.39
	Postsecondary		\$0.00	\$0.00
	Total	\$38,249.39	\$0.00	\$38,249.39
PLAN TOTALS	Secondary	\$805,404.95		\$805,404.95
	Postsecondary		\$780,389.01	\$780,389.01
	Total	\$805,404.95	\$780,389.01	\$1,585,793.96

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$771,984.51	\$33,420.44	\$805,404.95
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$746,968.81	\$33,420.20	\$780,389.01
Budget Over /Short	\$0.00	\$0.00	\$0.00

[illegible]



STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
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.

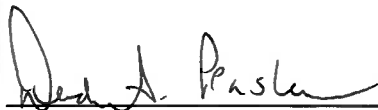
I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal 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: _____

College: Saint Paul College

College President's Name (Print): Deidra Peaslee



Signature

Date

email: deidra.peaslee@saintpaul.edu

Phone: 651.846.1364

District Name:	<u>Saint Paul Public Schools</u>
District Number/Type:	<u>ISD 625</u>
Superintendent's Name – (Print):	<u>Joe Gothard</u>



MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

 4/23/24

Signature Date

Email: joe.gothard@spps.org

Phone: 651-767-8152

(Duplicate as needed)