

Perkins V Local Application

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

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Great River
Total Award Budget:	\$954,824.67

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.

St. Cloud Technical & Community College	0912 Milaca Public School District
0745 Albany Public School District	0882 Monticello Public School District
0876 Annandale Public School District	0333 Ogilvie Public School District
0726 Becker Public School District	0741 Paynesville Public School District
0727 Big Lake Public School District	0883 Rockford Public School District
0877 Buffalo-Hanover-Montrose Public School	0750 Rocori Public School District
0879 Delano Public School District	0485 Royalton Public School District
0051 Foley Public School District	0748 Sartell-St. Stephen School District
0738 Holdingford Public School District	0047 Sauk Rapids-Rice Public Schools
2687 Howard Lake-Waverly-Winsted	0742 St. Cloud Public School District
0739 Kimball Public School District	0885 St. Michael-Albertville School District
0881 Maple Lake Public School District	0966 Wright Technical Center
0740 Melrose Public School District	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators (SY2021-22)	Prior Year's # of Postsecondary Concentrators (2022 cohort) (2024 Cohort)
Restaurants and Food Beverage Services	Both	N	N	Y	1300	18 - 14
Marketing Management	Both	Y	Y	Y	1693	82 - 22
Therapeutic Services	Both	Y	Y	Y	208	163 - 84
Family and Community Services	SR	N	Y	Y	161	30 - 1
Visual Arts*	Both	Y	Y	Y	1032	0 – Brokered CLC - 12
Facility & Mobil Equipment Maintenance	Both	Y	Y	Y	296	67 - 58
Production	Both	Y	Y	Y	663	82 - 27
Construction	Both	Y	Y	Y	1053	168 - 74
Plant Systems*	Both	N	Y	Y	434	0 – Brokered CLC - 3
Power Structural & Technical Systems*	Both	Y	Y	Y	271	0 – Brokered Ridgewater - 7
Animal Systems*	SR	Y	Y	Y	374	0 – Brokered Northland - 3
Emergency and Fire Management Services	Funding	Y	Y	Y	119	13 - 7

*Postsecondary-aligned options for skill and credential development not present at Consortium partner

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: Establish a successful Health Science program of study to increase secondary CTE concentrators in Health Science	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"/>	2X	3X	4 <input type="checkbox"/>	5X
<p>The consortium proposes creating a working Health Sciences program of study in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggests sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the program of study to date. In order to ensure the success of the health science program of study, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.</p> <p>The consortium will work to explore the expansion of health science programs based on labor market data, if resources and staff allow.</p>					
<p>2. Strategies to address need:</p>					
<ul style="list-style-type: none"> • Continue to collaborate with local healthcare professionals (including long-term care facilities, hospitals, CentraCare) to establish a health science program • Continue to support existing health sciences programs to maintain and increase the number of students in the health sciences career cluster • Support the upgrade of equipment and technology to meet industry standards in existing Health Science cluster programs • Continue to explore with SCTCC in establishing the health sciences program of study partnerships • Support student organizations • Support Scrubs Camp, a health science related career exploration summer camp for students 6th – 12th grade • SCTCC, ISD742 and Wright Tech Center will continue to support Emergency Medical Careers partnerships throughout FY 26 using Perkins Funding and Industry partner contributions • Expand the number of students eligible for EMR certifications across the consortium through the expansion of EMR course offerings to Apollo High School and Tech High School (ISD742) by the end of FY26. 					
<p>3. Measurable Outcomes (report results in next APR):</p>					
<ul style="list-style-type: none"> • Complete development of health sciences concurrent enrollment course by June 1, 2026 to allow for course offered in Spring 2027. • Increase number of participants in health sciences programs by 5%. • Summer Camp – short term measurable outcome: increase awareness of programs and careers tied to summer camps for both participants and parents. Expose more people to SCTCC and the health science-related programs we offer. • Summer Camp – long term measurable outcome: increase enrollment in both our health science related concurrent enrollment and post-secondary programs tied to Scrubs Camp. 					

NEED B: Invest in technology and opportunity for early college courses in Engineering, Manufacturing, and Technology 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"/>	2X	3X	4 <input type="checkbox"/>	5X
<p>The Consortium aims to invest in industry-standard equipment, technology, and materials to allow for a smooth transition of secondary and postsecondary students to employment.</p> <p>To ensure success of existing engineering, manufacturing, and technology programs of study, the Consortium proposes continued investment in and support of existing programs, including equipment, curriculum, and other necessary materials and instructor professional development to support program success and student outcomes.</p> <p>If resources and staff allow for possible growth of existing programs, the labor market data suggests growth of the following existing programs:</p> <ul style="list-style-type: none"> - Architecture & Construction – Carpentry – Finishing (concurrent with SCTCC Carpentry program) - Science, Technology, Engineering, & Mathematics – Robotics & Automation Technology (Mechanical Engineers) (concurrent with SCTCC program) - Transportation, Distribution, & Logistics – Auto Body Mechanics (concurrent with SCTCC Auto Body Collision Technician program) - Transportation, Distribution, & Logistics – Auto Mechanics (concurrent with SCTCC Automotive Service Technician program) 					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Re-establish and strengthen concurrent enrollment options within the Engineering, Manufacturing, and Technology cluster • Support the upgrade of equipment and technology to meet industry standards in existing Engineering, Manufacturing, and Technology cluster programs • Support student organizations • Maintain and expand relationships with industry partners in the Great River region 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • SCTCC meet with GRPC Secondary partners to develop or resurrect concurrent enrollment options within Engineering, Manufacturing, and Technology cluster by end of May 2026. • The GRPC consortium will establish a baseline of the number of educational tours, industry tours and career speakers offered across school districts by the end of FY26 with the goal of future measurable expansion. GRPC will implement this by creating an industry connection survey to share out with all school districts in order to start collecting data, which can be used in our future applications. 					

NEED C: Expand career exposure for students in Business, Management, and Administration 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"/>	2X	3X	4 <input type="checkbox"/>	5X
<p>In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers.</p> <p>Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well.</p>					
2. Strategies to address need:					

<ul style="list-style-type: none"> Strengthen relationships between secondary and postsecondary Business, Management, and Administration cluster program Support student organizations in the Business, Management, and Administration cluster Continue to support upgraded equipment, technology, and curriculum to meet industry standards Maintain and expand relationships with industry partners in the Great River region
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> Increased number of postsecondary participants and concentrators in the Business, Management, and Administration cluster by 1% Increased number of postsecondary industry credentials earned in the Business, Management, and Administration cluster by 1%. The GRPC consortium will establish a baseline of the number of educational tours, industry tours and career speakers offered across school districts by the end of FY26 with the goal of future measurable expansion. GRPC will implement this by creating an industry connection survey to share out with all school districts in order to start collecting data, which can be used in our future applications.

NEED D: Expand Education and Training and Law Enforcement/EMR secondary programs and expand exposure of the postsecondary Paramedicine program within the Human Services 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"/>	2X	3X	4 <input type="checkbox"/>	5X	
<p>Analysis of local labor market demand reveals significant unmet local needs for early childhood educators, law enforcement, and emergency medical services professionals in the Great River region. The Consortium proposes support of secondary early childhood programs with the goal of growing earned postsecondary early childhood education credentials.</p> <p>All of the following existing programs have significant local talent needs and are high-skill and high-wage as well:</p> <p>Secondary</p> <ul style="list-style-type: none"> Law, Public Safety, Corrections, & Security – Law Enforcement Careers/EMR <p>Postsecondary</p> <ul style="list-style-type: none"> Law, Public Safety, Corrections, & Security – Paramedicine (Paramedic/EMT) Education & Training – Elementary Education Foundations Transfer Pathway 						
2. Strategies to address need:						
<ul style="list-style-type: none"> Strengthen relationships between secondary and postsecondary Education and Training and Law Enforcement/EMR programs Support student organizations in the Education and Training and Law Enforcement/EMR programs Continue to support upgraded equipment, technology, and curriculum to meet industry standards Maintain and expand relationships with industry partners in the Great River region Support Scrubs Camp, a health science career exploration summer camp for students 6th – 12th grade. Careers and programs represented in camp activities to include EMR programs and careers. Expand the number students eligible for EMR certifications across the consortium through the expansion of EMR course offerings to Apollo High School and Tech High School (ISD742) by the end of FY26. 						
3. Measurable Outcomes (report results in next APR):						
<ul style="list-style-type: none"> Increased number of participants and concentrators in the Education and Training and Law Enforcement/EMR programs Increased number of industry credentials earned in the Education and Training and Law Enforcement/EMR programs Strengthen current Emergency Medical Careers program with partnership between SCTCC, ISD 742, and industry partners by end of FY26 The GRPC consortium will establish a baseline of the number of educational tours, industry tours and career speakers offered across school districts by the end of FY26 with the goal of future measurable expansion. GRPC 						

<p>will implement this by creating an industry connection survey to share out with all school districts in order to start collecting data, which can be used in our future applications.</p> <ul style="list-style-type: none"> ● Scrubs Camp – short term measurable outcome: increase awareness of health science programs and careers tied to Scrubs Camp, including but not limited to EMR, for both participants and parents. Expose more people to SCTCC and the health science related programs we offer. ● Summer Camp – long term measurable outcome: increase enrollment in both our health science related concurrent enrollment and post-secondary programs tied to Scrubs Camp.
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NEED E: Grow program enrollment through continued support of state-recognized and other 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):	<div>1</div> <div><input type="checkbox"/></div>	2X	3X	4X	5X	
<p>Support of state-recognized programs of study identified in E3 Needs A, B, C, and D (above). The Consortium program offerings increased by 2% from the prior school year and uniquely titled courses increased by 3% from the prior school year as well. Unique student program enrollment also increased from the prior school year (increase of 16%). The consortium proposes continued support for non-state-recognized programs of study as well, specifically agriculture programs. Continued support for Arts, Communication and Information Systems and our 3 Agriculture, Food & Natural Resources POS this includes support for teacher recruitment and retention, industry-standard equipment and curriculum and support of teacher and student involvement in student organizations. Many agriculture programs serve as a gateway to engineering, manufacturing and technology programs and numerous other career fields.</p>						
2. Strategies to address need:						
<ul style="list-style-type: none"> ● Support student organizations in the CTE programs ● Support career exploration summer camps for students 6th – 12th grade tied to our other state recognized programs of study ● Exploration of concurrent enrollment courses related to our programs of study ● Continue to support upgraded equipment, technology, and curriculum to meet industry standards ● Maintain and expand relationships with industry partners in the Great River region ● Addressing the needs identified above (Needs A, B, C, and D) ● Improve teacher recruitment and retention in CTE programs 						
3. Measurable Outcomes (report results in next APR):						
<ul style="list-style-type: none"> ● Increased participants and concentrators in CTE programs by 2% by end of FY26 ● The GRPC consortium will establish a baseline of the number of educational tours, industry tours and career speakers offered across school districts by the end of FY26 with the goal of future measurable expansion. GRPC will implement this by creating an industry connection survey to share out with all school districts in order to start collecting data, which can be used in our future applications. ● Summer Camp – short term measurable outcome: increase awareness of CTE-related programs and careers tied to summer camps for both participants and parents. Expose more people to SCTCC and the CTE-related programs we offer, emphasis on camps tied to our state recognized programs of study. ● Summer Camp – long term measurable outcome: increase enrollment in programs represented in the summer camp offerings both through our concurrent enrollment offerings and the post-secondary programs. 						

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.

Within GRPC, we will add courses in Meat cutting in the Agriculture program at Rocori High School. The Meats and Eats class at ROCORI high school (Program code 019901, course code 82) is part of ROCORI's program approval and should fall under animal sciences program of study. Sartell High School will be adding an Advanced Marketing class in their Business and Marketing program. This class will utilize DECA Competitive Events as well as the MN Business and Marketing frameworks to guide their curriculum. We will also be adding Law Enforcement, EMR/EMT courses in the St. Cloud School district with SCTCC looking at ways to partner with this addition. We will be developing a program of study for our Law Enforcement and EMT course.

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

We will continue working with counselors, CTE staff and ESL teachers to promote new and existing CTE courses. This will be a specific agenda item at our workshops for secondary counselors at SCTCC. SCTCC will continue to update imagery and translations for student service and program materials and videos.

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: Grow program enrollment through continued support of state-recognized and other 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 type="checkbox"/>	3x <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Support of state-recognized programs of study identified in E3 Needs A, B, C, and D (above). The Consortium program offerings increased by 2% from the prior school year and uniquely titled courses increased by 3% from the prior school year as well. Unique student program enrollment also increased from the prior school year (increase of 16%). The consortium proposes continued support for non-state-recognized programs of study as well, specifically agriculture programs. Continued support for Arts, Communication and Information Systems and our 3 Agriculture, Food & Natural Resources POS this includes support for teacher recruitment and retention, industry standard equipment and curriculum and support of teacher and student involvement in student organizations. Many agriculture programs serve as a gateway to engineering, manufacturing and technology programs and numerous other career fields.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Continued consortium representation on CareerSolutions Workforce board (i.e. MOU and Youth Council) • Continue support of Exploring Potential Interests and Careers (EPIC) initiatives. Gather data from EPIC initiative participants on career choice. • Utilizing program advisory boards to identify industry needs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Continue to host 3500 – 4000 regional secondary students at the EPIC Student Day event, which is an outreach event. • The GRPC consortium will establish a baseline of the number of educational tours, industry tours and career speakers offered across school districts by the end of FY26 with the goal of future measurable expansion. GRPC will implement this by creating an industry connection survey to share out with all school districts in order to start collecting data, which can be used in our future applications. 					

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.

- Collaborate with the EPIC Board and consortium school districts on attending/participating in EPIC initiatives, as well as, pre and post student surveys.
 - SCTCC has a well developed academic advising office with multiple academic advisors available to assist current, past and future students. SCTCC also has a designated Academic Advisor who has a portion of their time dedicated to advising concurrent enrollment students.
 - SCTCC offers numerous CTE program related summer camps to students to assist with career exploration and develop interests in CTE, which includes partnering with industry.
 - GRPC Board members continue to sit on CareerSolutions MOU and Youth Council Boards.
 - Sharing results of our CLNA with secondary, postsecondary, and other relative advisory boards, administration, industry partners.
 - Our secondary schools use MCIS or a similar platform for part of their Advisor/Advisee programming for career exploration and high school to work or education readiness. Each of our secondary schools has a unique plan for career guidance and academic counseling.
 - Secondary and postsecondary Programs that participate in Student Organizations also have a career exploration component to their activities.
 - SCTCC utilizes Focus2, which is designed to guide students through an intuitive career and education decision making model
- b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
- EPIC initiatives help identify and educate participants on these.
 - sharing CLNA findings with secondary and postsecondary administration and staff.
- c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- GRPC representation on CareerSolutions MOU and Youth Council boards, which also include representatives of Pre-ETS and DEED VRS.

Workforce Center Collaboration

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

Narrative 4: Integrated Academic and Technical Skills

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

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

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	10000
3.	Postsecondary Subtotal	10000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	5000
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	15000
6.	Secondary Subtotal	20000
7.	TOTAL	30000

NEED A: Improve outcomes in mathematics achievement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Increase student achievement in mathematics. ISD742 will create and pilot a program implementing a curriculum for Algebra 1 students. This curriculum will integrate real-world, career-oriented applications of mathematical concepts, fostering a deeper understanding and engagement with the subject matter. By leveraging standardized testing data from eighth-grade mathematics courses, we can identify students who may benefit from alternative pedagogical approaches tailored to their unique learning styles. The mathematics proficiency rate for GRPC secondary concentrators identifying as Black was 27.56 percentage points lower than that of the overall secondary GRPC concentrators. In SY2021-22, achievement towards the target rate (9.53%) varies by group. Asian GRPC secondary concentrators exceeded the overall goal by 48.8 percentage points, while Hispanic GRPC secondary concentrators exceeded the target rate by 1.09 percentage points. The GRPC mathematics proficiency target rate is 9.53%. GRPC secondary concentrators preparing for nontraditional fields exceeded the overall target by 27.76 percentage points while GRPC secondary concentrators who are English language learners fell short by 7.49 percentage points.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Develop career-oriented Algebra 1 math curriculum • Identify students who would best benefit from this approach • Identify the teacher who not only has the math content knowledge but CTE background 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Increased mathematics proficiency rates 					

NEED B: Improve outcomes for Black, Hispanic, Female, and Special Education students in the Business, Management, and Administration pathway	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
<p>In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers. Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well. Female students are underrepresented by 0.4 percentage points in GRPC secondary Business, Management, and Administration CTE courses. Similarly, Black and Hispanic CTE students are underrepresented respectively by 0.4 percentage points. Secondary CTE students receiving special education services are underrepresented by 4.5 percentage points in the Business, Management, and Administration pathways.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support field trips and classroom activities with industry partners that reflect the race, gender and ethnicity of underrepresented populations. • Updating imagery and translation of documents relative to these programs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Increased completion, earned credentials in Business, Management, and Administration pathway by 1% 					

4. Provide additional narrative to address the following:
- a. How will your consortium improve both the academic and technical skills of students in CTE programs?
 - By strengthening the academic and career and technical components of such programs
 - Creating and piloting career-integrated algebra 1 curriculum
 - Continue to teach and monitor effectiveness of geometry math
 - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
 - To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)
 - Updating imagery and translation of materials will assist the students in seeing themselves in these fields, as well as, having student service materials in their language will guide them to resources they may not have known were available.

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: Improve Four Year Graduation rates for English language learners (Secondary)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
There were 4-year graduation rate gaps for CTE students who are English language learners. Graduation rates for English language learners lag behind target rates by just over 17% (RealTime Talent Report, 2023, Element 1, p. 8). ISD742 will explore training EL teachers in the value and impact of CTE programs. Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)					
2. Strategies to address need:					
<ul style="list-style-type: none"> Identify theories why EL students are not graduating. Provide additional training of EL teachers for CTE programs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Increased graduation rates for English language learners 					

NEED B: Increase earned Postsecondary Credentials for underrepresented populations (i.e. Black and Hispanic 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 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
SCTCC will work on better understanding why Black and Hispanic students are not earning postsecondary credentials and explore ways to overcome those. In an effort to increase retention and thus completion rates SCTCC will continue translating student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish-speaking students and Somali-speaking students). By providing materials in additional languages, the Consortium seeks to increase accessibility for non-English speaking students. If students see materials in their native language, they will be better aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Provide translation for student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali) Coordinate efforts with the TRIO programs that provide support for first generation immigrant student to ensure support for SCTCC Black and Hispanic students Purchase and utilization of Ally, Yuja or similar software that is integrated into our learning management system which identifies inaccessible course materials. 					
3. Measurable Outcomes (report results in next APR):					

- Identify list of which student services materials and video closed captioning will be translated into Spanish and Somali and then prioritize and develop translation timeline by end of FY26.
- Meet with TRIO coordinator throughout FY26 to coordinate support for identified underrepresented students.
- Implementation of accessibility software and outline a timeline of which CTE programs will utilize the software.

NEED C: Increase the number of non-traditional secondary and post-secondary students in CTE programs.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
<p>According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender. At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Update imagery and translations relative to the non-traditional student as explained above for CTE programs. • Professional development for counselors, i.e. a working session during the annual Counselor Breakfast or other related opportunities • Work with industry partners to bring in representative employees of these groups, i.e. EPIC Career Day event, classroom speakers, job fairs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Identify list of which materials and video closed captioning will have updated imagery and be translated into Spanish and Somali and prioritize them to develop timeline of project by end of FY26. • Host annual Counselor Breakfast in Spring Semesters 2025 and 2026. • Increase in non-traditional secondary and post-secondary students in CTE programs by 0.5% by end of FY26 					

4. Provide additional narrative to address the following:

- How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?
 - Improve Four Year Graduation rates for English language learners (Secondary)
 - Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)
- How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

- a. In an effort to increase retention and thus completion rates SCTCC will continue translating student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali)
- b. If students see materials in their native language, they will be better aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services.
- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?
 - a. SCTCC's plan to continue to translate materials into Somali and Spanish and add imagery that represents those populations will better promote these careers and make students more aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services
- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?
 - a. Increase earned Postsecondary Credentials for underrepresented populations (i.e. Black and Hispanic students). SCTCC work on better understanding why Black and Hispanic students are not earning postsecondary credentials and explore ways to overcome those

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: Improve program quality for work-based learning (5S3)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X	2X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5X
<p>The Consortium offers CTE programs that offer extended learning opportunities in programs of study, including work-based learning opportunities, experiential learning, and field trips.</p> <p>The work-based learning participation rates for GRPC secondary concentrators identifying as Asian and multiple races were 3.17 and 7.34 percentage points, respectively, lower than that of the overall secondary GRPC concentrators. Particular effort will be paid to improving secondary concentrator participation rates for these groups.</p>					
<p>2. Strategies to address need:</p> <ul style="list-style-type: none"> • Develop micro internship and internship courses <ul style="list-style-type: none"> ◦ Collaborate with industry to create internship opportunities for students to bridge the gap between education and industry. • Implement strategies to promote students to more WBL opportunities. 					
<p>3. Measurable Outcomes (report results in next APR):</p> <ul style="list-style-type: none"> • Have 2 students in ISD 742 complete micro internships by the end of the 2024 – 2025 academic year • Increased participation rates in Work Based Learning opportunities for these specific groups: Asian from 3.17 to 3.25 and multiple races from 7.34 to 7.5. • The GRPC consortium will establish a baseline of the number of educational tours, industry tours and career speakers offered across school districts by the end of FY26 with the goal of future measurable expansion. GRPC will implement this by creating an industry connection survey to share out with all school districts in order to start collecting data, which can be used in our future applications. 					

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. Page 21-22 of the FY23 Grant Application.
 - Our consortium is offering CTE specific professional development for current and aspiring secondary CTE teachers. In doing so we hope to encourage additional work based learning opportunities for economically disadvantaged and underserved populations.

- Great River Perkins Consortium (GRPC) CTE programs offer extended learning opportunities in programs of study, including work-based learning, experiential learning opportunities, and field trips.
 - In the past, this extended learning has been in-person activities, including apprenticeships, class presentations, field trips, internships, job shadows, mentorships, and mock interviews.
 - All Extending learning activities reported by Wright Technical Center/Buffalo regional high schools spanned all career fields, such as youth apprenticeships, job shadows, and internships.
 - SCTCC's Area Manufacturing Project Manager will continue to assist with identifying work-based learning opportunities for students. (No Perkins funding tied to this.)
 - Additionally, multiple industries financially support this initiative to help students gain access to advanced equipment.
 - Throughout the consortium we will continue to support programs of study that include work-based learning opportunities in both formal (approved WBL coursework) and informal (student-run school stores, student orgs, classroom presentations, field trips, etc.) settings. While our overall work-based learning performance indicators exceed our target, we will continue to monitor our individual subgroups that did not meet our target.
 - Wright Tech Center has 178 students in their On-the-job training (OJT) program. This unique program allows students the opportunity to make the workplace their classroom. Students are allowed to leave school to go to their job and earn money while learning people skills, technical knowledge and countless other workplace competencies which can't be taught in the classroom. Students also attend class one afternoon per week at Wright Technical Center. Students are required to work at least 10 hours/week and bring their pay stubs to class. The primary objective of OJT is to provide students with the necessary skills and knowledge to enable them to be successful in the workplace.
- 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.
- Wright Tech Center currently has 34 students in Youth Apprenticeship programming. Youth Apprenticeship takes career exploration to the next level and allows high school students an opportunity to learn highly technical skills from a trained worksite mentor and get paid. Students spend a designated amount of time learning the skill from the mentor and are then allowed to progress on their own until they reach the industry standard for that skill. It is the goal of youth apprenticeship to expose students to a wide variety of workplace departments and maximize their career exposure. Wright Tech's program will provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students work 10+ hours per week during the school year and are encouraged to work during the

summer, depending on business needs. Availability is dependent on the local employer needs and mentoring capability.

- Due to the fact that Work-Based Learning is a required component of State Recognized Programs of Study, we will continue to support WBL opportunities and strongly encourage our consortium schools to do the same.
 - Although Wright Tech Center's PAES lab is not funded with Perkins funds, it is used as a ladder towards full employment. By students demonstrating success in the PAES lab, they are able to enroll in work experiences in lesser supervised areas, according to the individual student need.
 - Continue to partner with program advisory committees and work experience teachers to grow the program.
- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.
- CTE Core Workshop to assist in developing teacher leaders in the area of work-based learning. We hope by increasing the number of work-based learning teachers, more students will have access to work-based learning opportunities, which will help us reach our targets.
 - The development of the Area Manufacturing Project Manager position at SCTCC, it is expected that they assist with identifying additional work-based learning opportunities within the manufacturing programs and our industry partners.

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: Increase post-secondary credentials earned in Health Science and Business, Management, and Administration 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 type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Establish a successful Health Science program of study to increase secondary CTE concentrators in Health Science</p> <p>The consortium proposes creating a working Health Sciences program of study in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggest sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the program of study to date. In order to ensure the success of the health science program of study, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.</p> <p>The consortium will work to explore the expansion of health science programs based on labor market data, if resources and staff allow.</p> <p>Expand career exposure for students in Business, Management, and Administration programs of study</p> <p>In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers.</p> <p>Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Continue work with secondary partners on the development of the hybrid health science concurrent enrollment program • Explore possible concurrent enrollment offerings in the business, management and administration programs • SCTCC, ISD742 and Wright Tech Center will continue to support Emergency Medical Careers partnerships throughout FY 26 using Perkins Funding and Industry partner contributions 					

- Expand the number of **students eligible for** EMR certifications across the consortium through the expansion of EMR course offerings to Apollo High School and Tech High School (ISD742) by the end of FY26.

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

- Complete development of health sciences concurrent enrollment course by end of FY26 to allow for course offered in Spring 2027 or Fall 2027 (moved date due to staffing challenges) **at a minimum of 1 high school with enrollment of a minimum of 10 students.**
- Development** of a concurrent enrollment course in the business, management and administration programs by end of FY26 to allow for course offered in Spring 2027 or Fall 2027 **at a minimum of 1 high school with enrollment of a minimum of 10 students.**

NEED B: Continue to support articulated college credit and concurrent enrollment and to explore creative options for secondary students earning postsecondary credits	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Increase earned Postsecondary Credentials for secondary students. SCTCC work on better understanding why secondary students are not earning postsecondary credentials and explore ways to overcome those.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Hosting of annual articulated college credit meetings with SCTCC and secondary partners Support of existing and exploration of potential new Discovery Academy (concurrent enrollment) offerings Connecting CTE staff regularly with the teaching and learning coordinator for the district (or someone else fully focused on courses and credit, education, and concurrent enrollment) can help identify where possibilities for new course offerings might link. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Attend articulated College Credit Meeting for postsecondary and secondary instructors fall of FY26 Development of a working plan to increase participation of Discovery Academy (concurrent enrollment) offerings by 5% by end of FY26 					

4. Provide additional narrative to address the following:

- What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?
 - SCTCC offers Discovery Academy (concurrent enrollment) and Articulated College Credit options for our secondary partners. We are looking at ways to increase Discovery Academy offerings, especially within the above mentioned areas.

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: Retaining and training of CTE Professionals	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Retaining and training of CTE Professionals. The data shows that a number of new teachers are leaving the field within 3 - 5 years, in order to retain them we will spend staff development dollars on training, and professional development; examples may include SCTCC Faculty led Professional Development Workshops for secondary CTE Teachers, exploring development of a secondary CTE teacher mentorship program, helping CTE faculty attend professional development through CTSOs. The requirements for credentialing CTE faculty at the high school level has been a major challenge for concurrent enrollment programs, SCTCC and GRPC will continue to ensure that high school teachers reach credentialing standards. This has helped for teachers credentialing degrees, we have encountered CTE staff teaching articulated classes to become credentialed in any certification areas as possible. We will continue to partner with Study.com, which boasts a 93% pass rate for teachers' MTLE tests after they participate in the modules.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • SCTCC faculty develop and lead training and professional development opportunities for secondary teachers. • Develop a secondary CTE teacher mentorship program • Assist new teachers in reaching CTE credentialing standards • Continue throughout FY26 to partner with online resources for teachers to pass requirements for licensure using Perkins funding. • Support professional development opportunities throughout FY26 for secondary and postsecondary faculty using Perkins Funding • Encourage secondary CTE teachers in years 1 – 3 to participate in TIP program. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Identify number of CTE faculty positions open for FY26 by August 1, 2025 (for Fall 25) and December 1, 2025 (for Spring 26). • Completed evaluation with Human Resources, VP of Academic Affairs and Deans the success of searches for those positions by the end of FY26. • Identify list of GRPC CTE teachers in years 1- 3 by November 1, 2025 to promote TIP program • Evaluate number of GRPC CTE teachers in year 1 – 3 who participated in TIP program by June 30, 2026 					

NEED B: Recruiting CTE Professionals	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
As evidenced through a number of factors and/or data points CTE teachers, secondary and postsecondary, are in high demand and low supply. We will continue our process of growing our own, by recruiting business partners, former students and current non-CTE teachers into the area of CTE. We will continue outreach to underrepresented populations who may not think teaching is not their path. Continued support of Exploration Potentials Interest in Careers activities, i.e. EPIC Student Day, EPIC for Influencers, etc.					

2. Strategies to address need:
<ul style="list-style-type: none"> ● Develop recruitment campaigns to reach and entice qualified faculty for CTE programs, which could potentially include creating branding advertising materials for open faculty positions to be used on education/job boards, and publications or through targeted outreach. ● Recruiting business partners, former students and current non-CTE teachers into the area of CTE. ● Continued support of EPIC initiative job fairs, classroom speakers
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> ● Meet with Human Resources, VP of Academic Affairs, Marketing and Deans to brainstorm strategies on how to attract and hire qualified applicants for faculty positions by end of FY26.. ● Host EPIC Student Day on October 24, 2025 and Job Fair by April 30, 2026.

4. Provide additional narrative to address the following:
 - a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.
 - We will continue our process of growing our own, by recruiting business partners, former students and current non-CTE teachers into the area of CTE
 - We will continue outreach to underrepresented populations who may not think teaching is their path
 - Continued support of Exploration Potentials Interest in Careers activities, i.e. EPIC Student Day, EPIC for Influencers, etc.
 - 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.
 - In order to retain them we will spend staff development dollars on training, and professional development; examples may include SCTCC Faculty led Professional Development Workshops for secondary CTE Teachers, exploring development of a secondary CTE teacher mentorship program, helping CTE faculty attend professional development through CTSOs.
 - We will continue to partner with Study.com, which boasts a 93% pass rate for teachers' MTLE tests after they participate in the modules.

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: Increase non-traditional CTE enrollment for secondary and postsecondary 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 checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Support outreach to special populations by updating imagery of CTE program materials to include non-traditional models and translations to Spanish and Somali. • Work with industry partners to bring in representative employees of these groups, i.e. EPIC Career Day event, classroom speakers, job fairs 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Identify list of which materials and video closed captioning will have updated imagery and be translated into Spanish and Somali and prioritize them to develop timeline of project by end of FY26. All Health Science and Manufacturing program components updated by the end of FY26. 					

NEED B: Increase representation of students of color	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 checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively. GRPC concentrators who identify as Black and Hispanic fell short of the overall earned credential rate for GRPC postsecondary concentrators by 24.582 and 11.15 percentage points, respectively.</p>					
2. Strategies to address need:					

<ul style="list-style-type: none"> ● Provide translation for student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali) ● Coordinate efforts with the TRIO programs that provide support for first generation immigrant student to ensure support for SCTCC Black and Hispanic students
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> ● Increased BIPOC students enrolling in CTE programs/obtaining credentials by 1%.

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?
 - female students underrepresented across postsecondary levels
 - Overrepresentation of white students across GRPC secondary schools
- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?
 - SCTCC is updating imagery to include females in careers with low female representation.
 - Work to include female class speakers representing careers not traditionally held by females

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: Creation and maintenance of CLNA	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 X	4 X	5 X
Facilitate completion of a Comprehensive Local Needs Assessment (CLNA) not less than every two years and prior to submission of the local consortium application for Perkins V funding. The CLNA can be limited to the consortium or can be regional in scope					
2. Strategies to address need:					
<ul style="list-style-type: none"> Contract with RealTime Talent for assistance with compiling, analyzing and reporting of necessary data. Continue to work with local stakeholders to gather, compile and report necessary data. Report CLNA findings to stakeholders. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Completed CLNA 					

NEED B: Communication with stakeholders	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 X	3 X	4 X	5 X
Continue to emphasize communication with all stakeholders in the completion of the CLNA, as well as, the execution of the grant.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Continue with in-person group and email communication and site visits whenever necessary 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Shared completed CLNA with stakeholders by December 31, 2024 					

4. Provide additional narrative to address the following:
 - a. Describe your consortium's formal governance structure, including:
 - How the consortium leadership is organized,
- Great River Perkins Consortium Governance:

The Great River Consortium has a strong and viable leadership structure of a five member governing board that meets monthly to plan, develop, coordinate, and problem solve all aspects of the grant. Four members of the governing board each serve as Secondary Perkins Coordinator for multiple school districts to assure that the smaller schools have a voice at the table. The number of school districts each coordinator is responsible for are: 1, 2, 7, and 13 school districts. As per guidance from the state staff we have identified a single secondary lead coordinator, which will be the Wright Technical Center Director or designee. Wright Technical Center business manager will continue to represent Wright Technical Center as the fiscal host. All secondary expenditures are now approved by each coordinator, then approved by the consortium leader and then approved and paid by our fiscal host. All transactions are entered into a google spreadsheet and shared with all Governing Board members. All secondary expenditures and requests are discussed for approval at our monthly meeting. St. Cloud Technical & Community College has one member on the GRPC Governing Board representing postsecondary's interest in the grant. This postsecondary member works collaboratively with SCTCC administration to meet the needs of the postsecondary stakeholders.

The consortium continues to utilize data gathered from our CLNA, as well as information from DEED and our local advisory committees to make informed decisions that meet the needs of our stakeholders. All schools have a voice at the table through their respective coordinators. Coordinators seek input from member school superintendents and Principals. Our recent completion of our CLNA and our conclusions from that summary have helped guide our recent decisions on programs and expenditures.

Coordinators attend articulation meetings in the Fall to gather input and assist in advising CTE teachers with innovative and upcoming programming. As SCTCC transitions from articulated college credit to credit for prior learning coordinators, school district staff, administrators and instructors will attend planning sessions. The GRPC Secondary Perkins Coordinators work with their respective school districts to monitor and evaluate local district needs, assist districts with the expansion and improvement of CTE programs. Perkins coordinators serve as the primary resource for districts with respect to Perkins processes for fiscal and programs of study planning. Coordinators work with their respective schools to develop wish lists and spending plans in the spring of the year. Each school submits a prioritized list of requests for the upcoming year. The GRPC Governing Board reviews the requests and approves expenditures. Each school works with their coordinator to approve individual expenditures and process reimbursement requests. Our Perkins budget is fluid and allows us to help fund major initiatives as they arise in each district. Schools do not receive a set amount each year. Their budgets for the year are based on their prioritized requests. This allows us to spend more money on a school with a particular need during a budget year. Our focus with our reserve funds has been our small rural schools, as well as our CTE programs with large concentrators.

All expenditures are tracked in a shared GRPC Data sheet so that each coordinator can see where and how each school is spending their Perkins dollars. This data is reviewed monthly at the GRPC Gov. Board meetings. Each coordinator also tracks the spending for the districts we work with. Our work on the fiscal side is done with building Principals and Superintendents with input from their finance department. Each high school Principal is our main contact and decision maker on the use of Perkins funds in their building.

We have a committed Advisory Board of high school administration who meet annually for reporting and feedback. Working with leadership from multiple districts, productive partnership discussions continue for additional career and course exposure for all students in an effective, collaborative way.

Our consortium includes a very diverse group of schools in terms of size, ethnicity, and socioeconomic factors. Each school is represented on our advisory board with either a principal or superintendent. This is part of our process to ensure that each school has a voice in the grant. Furthermore, the governing board works extremely hard to focus on our smaller schools, helping them spend Perkins dollars in a way that is most efficient for their schools. This work is done by our Perkins coordinators working individually with each school. Our “Multiple Coordinator Structure” in the GRPC was created specifically to ensure that small schools and small programs have similar input in the consortium and the grant. Due to the fact that we do not have one person who holds the Perkins grant implementation as a full-time job, we feel we seek input and make collaborative decisions wisely and accurately.

SCTCC committed to a full-time, permanent Director of K-12 Initiatives and filled this position in October 2018. It’s been very helpful to finally have some consistency and leadership in this position from SCTCC.

- Processes used for making financial decisions,
 - governing board meets collaboratively to set budget and approve expenditures.
- Processes and structures in place to ensure secondary and postsecondary collaboration, and
 - Secondary and postsecondary coordinators meet regularly to work collaboratively on Perkins initiatives, budgets and expenditures.
- Communication systems in place to ensure all consortium members are continually informed.
 - Regular meetings (in-person and virtual) as well as email communication
 - Secondary coordinators make regular site visit to meet with individual school stakeholders; postsecondary coordinator works on the SCTCC campus and meets regularly with postsecondary stakeholders.
- Note any areas of governance that are being developed or improved.

Narrative 11: Reserve Funds

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

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

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

NEED A: Expand Law Enforcement/EMR/EMT program of study, including partnership between SCTCC, District 742, and Wright Technical Center	This Need is in Element(s):										
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>						
<p>The Consortium has identified the need to expand its emergency medical careers program of study to District 742 and grow the existing program at Wright Technical Center in partnership with SCTCC. To ensure that student and instructor knowledge is up to date, the Consortium will support the purchase or upgrade of industry-standard equipment as well as utilizing or recruit instructors to teach Law Enforcement and EMR/EMT courses. An ambulance bay for District 742 will also support the expansion of the program of study and allow students to be better prepared to gain entry into this field. SCTCC will support the development of this program of study by exploring ways to partner with secondary programs. There is demand for careers related to these programs of study. There is a high shortage of talent in the Human Services career field and this field accounts for 14% of the region's total employed population and includes forecasted shortages in public safety (RealTime Talent 2024 CLNA Report, Element 2, p.146).</p>											
<p>Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>											
2. Strategies to address need:											
<p>To address this need, the Consortium aims to:</p> <ul style="list-style-type: none"> • Support the expansion of the law enforcement and emergency medical careers program by continuing to utilize an existing instructor (or recruit) and fund a proportion of the salary for an existing instructor to teach an EMR/EMT course. • Support the hiring of Law Enforcement teacher(s) for District 742. • Support the Development of a plan for building out an ambulance bay for District 742. • Support the build out of an ambulance bay for District 742 with ISD 742 referendum and MDE grants. • Support purchase and/or upgrade of industry-standard equipment. • Maintain and explore additional partnership opportunities with SCTCC and community healthcare partners. 											
3. Measurable Outcomes (report results in next APR):											
<ul style="list-style-type: none"> • Hire/retain EMR/EMT instructor through FY26. • Hire/retain Law Enforcement instructor(s) for FY26 • Creation of ambulance bay by end of FY26. 											
<table border="1"> <tr> <td data-bbox="203 1812 1105 1862">NEED B: Continued work on strengthening the health sciences program of study</td> <td colspan="5" data-bbox="1105 1812 1437 1862">This Need is in Element(s):</td> </tr> </table>						NEED B: Continued work on strengthening the health sciences program of study	This Need is in Element(s):				
NEED B: Continued work on strengthening the health sciences program 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 type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>The consortium proposes creating a working Health Sciences program in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggest sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the program to date. In order to, ensure the success of the health science program, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.</p> <p>In the GRPC region, there is a critical talent shortage and high entry-level turnover in the Health Science Technology career field, with shortages across nursing careers. This is also one of the highest demand career fields in the GRPC region, with a very low unemployment rate of 1.9%, as local talent availability has continued to tighten (RealTime Talent 2024 CLNA Report, Element 2, p.131). Over the next five years, over half of the current positions currently filled will need to be replaced in entry-level Health Science Technology careers and there is a forecasted growth of 0.7% annually over the next five years.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ul style="list-style-type: none"> Continue development of a health science offering Work towards increasing the number of BIPOC students earning credentials in the Health Science programs. Support of health sciences career exploration summer camp (St. Cloud Scrubs) Continue to collaborate with local healthcare professionals (including long-term care facilities, hospitals, CentraCare) to establish a health science program. Continue to support existing health sciences programs to maintain and increase the number of students in the health sciences career cluster. Support the upgrade of equipment and technology to meet industry standards in existing Health Science cluster programs. Support student organizations 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Continue the development of health sciences concurrent enrollment course through FY26. Scrubs Camp – short term measurable outcome: increase awareness of health science programs and careers tied to Scrubs Camp, for both participants and parents. Expose more people to SCTCC and the health science related programs we offer. Summer Camp – long term measurable outcome: increase enrollment in both our health science related concurrent enrollment by and post-secondary programs tied to Scrubs Camp participants, which is done by tracking these enrollments to see if they participated in past Scrubs Camp. 					

NEED C: Auto Tech	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Over 30% of the total employed population in the GRPC region is employed in the Engineering, Manufacturing, and Technology career field as of 2023Q2 (RealTime Talent 2024 CLNA Report, Element 2, p.188). This career field is also projecting a growth of 0.2% over the next five years in the GRPC region. There are expected talent shortages in the GRPC region in this career field, including occupations related to Auto Tech such as Maintenance and Repair Workers, and Automotive Service Technicians and Mechanics. The region also continues to have an undersupply of credentialed Automotive Service Technicians, with an estimated award gap of at least 27 Automotive Service Technicians projected (RealTime Talent 2024 CLNA Report, Element 2, p.195).</p>					

Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs
2. Strategies to address need:
<ul style="list-style-type: none"> • Better connect secondary students to post-secondary options – Discovery Academy Auto program at Apollo • Industry standard equipment • Support of automotive career exploration summer camps
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> • Increase number Discovery Academy Auto at Apollo students by 5% for Academic Year 2025 – 2026 • Successfully hosting an automotive related summer camp in Summer 2026 or reasoning why one was not held – i.e. not enough interest to offer one.

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.
 - i. BIPOC students, specifically refugees or refugee children earning credentials via our Nursing Refugee program.
- 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.
 - i. Post secondary will be utilizing funds toward development of a hybrid health sciences program, as well as, support of increasing BIPOC students earning health sciences credentials. Support of the Nursing Refugee program at SCTCC.
 - ii. Reserved funds will be used for Health Sciences (including EMR/EMT) and Law Enforcement.

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 FY26 Local Application (award period: July 1, 2025 – June 30, 2026)

Consortium Name:	Great River
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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 Great River Perkins Consortium (GRPC) contracted with RealTime Talent (RTT) to support the elaboration of Elements 1, 2, and 3 of the Comprehensive Local Needs Assessment (CLNA) for this reporting year. For FY24 and FY25 RTT provided analysis of student performance data, labor market information, and program size, scope, and quality information including the design and analysis of a secondary student interest survey. We sought input from consortium members (parents, students, teachers and administrators), local workforce center, as well as local advisory committees and industry partners.

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
GRPC Board Members	Board Members	<ul style="list-style-type: none"> 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 special populations;
RealTime Talent	Research Analysts & Senior Director of Strategic Research	<ul style="list-style-type: none"> Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
St. Cloud Technical & Community College	Vice Presidents, Deans, CTE Faculty, and staff	<ul style="list-style-type: none"> Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
Local CTE Advisory Boards	CTE Advisory Board Members	<ul style="list-style-type: none"> Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; Parents and students;
Central Minnesota Jobs & Training Services - CMJTS	CMJTS - Trades Programs	<ul style="list-style-type: none"> Representatives of special populations; 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);

Name	Title	Group Represented
CareerOne/CareerSolutions Members	Career Solutions	<ul style="list-style-type: none"> Any other individuals that the eligible agency may require the eligible recipient to consult. Representatives of special populations; 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 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;

Name	Title	Group Represented
EPIC Board	Secondary and Post-Secondary Administrators, GRPC Board Member, Business and Industry Representatives	<ul style="list-style-type: none"> ● Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; ● Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators; ● Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; ● Parents and students; ● Representatives of special populations; ● 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);

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 Post Program Placement rates for Hispanic, American Indian, and students with multiple races.	x										
Need B: Increase Graduation Rate of English Learners.	X				X				X		
Need C: ADD											
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Increase non-traditional CTE enrollment for Secondary and Post Secondary Students in CTE programs	X								X		
Need B: Increase Representation of Students of color	X								X		
Need C: sarah has somethign she wants to add here- increasing awareness and ease of CTE Pathways by secondary and post-secondary working together to create articulated pathways											
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Establish a successful hybrid Health Science program of study to increase secondary CTE concentrators in Health Science	X	X						X			
Need B: invest in technology and opportunity for early college courses in Engineering, Manufacturing, and Technology programs of study	X	X						X			
Need C: Expand career exposure for students in Business, Management, and Administration programs of study	X	X						X			
Need D: Expand Education and Training and Law Enforcement/EMR secondary programs and expand exposure of postsecondary Paramedicine program within the Human Services programs of study	X	X									
Need E: Grow program enrollment through continued support of state-recognized and other programs of study											

Prioritized Needs / Barriers:	Narratives to Address the Need										
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Recruitment of CTE Professionals								X			
Need B: Retaining and training of CTE Professionals											
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Increase secondary graduation rate for CTE, focused on barriers of EL Learners in CTE Programs											
Need B: Increase earned Postsecondary Credentials (Black and Hispanic students)											x
Need C: Increase nontraditional Student Enrollment by career cluster: Education, Training, Architecture, and Construction											
Need D: Increase the number of non-traditional secondary and post-secondary students in CTE programs.											
Need E: Increase representation of students of color in CTE across the consortium											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:

Improve Post Program Placement rates for Hispanic, American Indian, and students with multiple races. GRPC secondary concentrators identifying as Hispanic, American Indian, and with multiple races have the lowest post-program placement rates of all GRPC CTE concentrators by race and ethnicity, 50% and 43.75%, respectively. The post-program placement rate for GRPC secondary concentrators identifying as Hispanic, American Indian, and with multiple races was 5.8 and 12.05 percentage points, respectively, less than that of the overall secondary GRPC concentrators. At the postsecondary level, GRPC concentrators who identify as Black and Hispanic fell short of the overall rate by 3.61 and 0.25 percentage points, respectively.

E1-Need B: Increase Graduation Rate of English Learners. The four-year graduation rate gaps are the greatest between GRPC secondary concentrators who are English language learners compared that of the overall secondary GRPC concentrators, 54.99 percentage points lower than the overall rate. In SY2021-22, GRPC secondary concentrators who are English language learners fell short of the overall target rate (56.53%) by 17.06 percentage points. There were 4-year graduation rate gaps for CTE students who are English language learners. Graduation rates for English language learners lag behind target rates by just over 17% (RealTime Talent Report, 2023, Element 1, p. 8). ISD742 will explore training EL teachers in the value and impact of CTE programs. Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)

E1-Need C: Increase student achievement in mathematics. ISD742 will create and pilot a program implementing a curriculum for Algebra 1 students. This curriculum will integrate real-world, career-oriented applications of mathematical concepts, fostering a deeper understanding and engagement with the subject matter. By leveraging standardized testing data from eighth-grade mathematics courses, we can identify students who may benefit from alternative pedagogical approaches tailored to their unique learning styles. The mathematics proficiency rate for GRPC secondary concentrators identifying as Black was 27.56 percentage points lower than that of the overall secondary GRPC concentrators. In SY2021-22, achievement towards the target rate (9.53%) vary by group. Asian GRPC secondary concentrators exceeded the overall goal by 48.8 percentage points, while Hispanic GRPC secondary concentrators exceeded the target rate by 1.09 percentage points. The GRPC mathematics proficiency target rate is 9.53%. GRPC secondary concentrators preparing for nontraditional fields exceeded the overall target by 27.76 percentage points while GRPC secondary concentrators who are English language learners fell short by 7.49 percentage points.

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 the number of non-traditional secondary and post-secondary students in CTE programs. According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender.

E2-Need B: Increase representation of students of color in CTE across the consortium. At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively. GRPC concentrators who identify as Black and Hispanic fell short of the overall earned credential rate for GRPC postsecondary concentrators by 24.582 and 11.15 percentage points, respectively.

E2-Need C: Increase awareness and ease of CTE pathways and programs of study through establishing a clear transition between secondary and postsecondary.

E2-Need D

E2-Need E

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

Refer to 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 successful hybrid Health Science program of study to increase secondary CTE concentrators in Health Science**

The consortium proposes creating a working Health Sciences hybrid program in partnership with SCTCC. The following programs may be open to consideration at GRPC secondary and postsecondary institutions based on local labor market demand. The theory content of the Nursing Assistant program would be completed by students online, with a SCTCC instructor traveling to schools to deliver the in-person components of the Nursing Assistant program. Prioritization and identification of areas for program creation, further alignment, or investment should also be made with employer, community, faculty, staff, and student input. Preliminary analysis of labor market supply and demand suggest sufficient labor market demand in the following program areas for new program development or concurrent enrollment option creation. For Health Science Technology programs, the consortium seeks to identify an industry partner to provide support in finding Health Sciences instructors, which has been the most significant barrier to creation of the hybrid program to date. In order to ensure the success of the hybrid health science program, the consortium proposes continued investment in and support of existing health science programs including equipment, curriculum, and other necessary materials to support student transition into the workforce.

The consortium will work to explore the expansion of health science programs based on labor market data, if resources and staff allow.

E3-Need B: **Invest in technology and opportunity for early college courses in Engineering, Manufacturing, and Technology programs of study**

The Consortium aims to invest in industry-standard equipment, technology, and materials to allow for smooth transition of secondary and postsecondary students to employment.

To ensure success of existing engineering, manufacturing, and technology programs of study, the Consortium proposes continued investment in and support of existing programs including equipment, curriculum, and other necessary materials and instructor professional development to support program success and student outcomes.

If resources and staff allow for possible growth of existing programs, the labor market data suggests growth of the following existing programs:

- Architecture & Construction – Carpentry – Finishing (concurrent with SCTCC Carpentry program)
- Science, Technology, Engineering, & Mathematics – Robotics & Automation Technology (Mechanical Engineers) (concurrent with SCTCC program)
- Transportation, Distribution, & Logistics – Auto Body Mechanics (concurrent with SCTCC Auto Body Collision Technician program)
- Transportation, Distribution, & Logistics – Auto Mechanics (concurrent with SCTCC Automotive Service Technician program)

E3-Need C: **Expand career exposure for students in Business, Management, and Administration programs of study**

In order to ensure that Business, Management, and Administration programs of study continue to provide access to high-wage, high-skill, high-demand careers, the Consortium will work to expand student access to Business, Management, and Administration career exploration and exposure activities to a variety of Business, Management, and Administration careers.

Business, Management, and Administration postsecondary programs have a lower rate of students earning credentials at the end of their program (2P1). In order to better understand the reasons for lower credential earning, the Consortium needs to explore barriers as to why students are not completing their credentials in Business, Management, and Administration programs. Postsecondary concentrators preparing for Hospitality and Tourism careers have the lowest postsecondary retention and placement rate (1P1). Secondary Business, Management, and Administration programs are a pathway to postsecondary programs and to improve completion of postsecondary Business, Management, and Administration program-completion, the Consortium proposes continued support of secondary programs as well.

E3-Need D: Expand Education and Training and Law Enforcement/EMR secondary programs and expand exposure of postsecondary Paramedicine program within the Human Services programs of study

Analysis of local labor market demand reveals significant unmet local needs for early childhood educators, law enforcement, and emergency medical services professionals in the Great River region. The Consortium proposes support of secondary early childhood programs with the goal of growing earned postsecondary early childhood education credentials.

All of the following existing programs have significant local talent needs and are high-skill and high-wage as well:

Secondary

- Law, Public Safety, Corrections, & Security – Law Enforcement Careers/EMR

Postsecondary

- Law, Public Safety, Corrections, & Security – Paramedicine (Paramedic/EMT)
- Education & Training – Elementary Education Foundations Transfer Pathway

E3-Need E Grow program enrollment through continued support of state-recognized and other programs of study

Support of state-recognized programs of study identified in E3 Needs A, B, C, and D (above).

The Consortium program offerings increased by 2% from the prior school year and uniquely titled courses increased by 3% from the prior school year as well. Unique student program enrollment also increased from the prior school year (increase of 16%). The consortium proposes continued support for non-state-recognized programs of study as well, specifically agriculture programs.

Continued support for Arts, Communication and Information Systems and our 3 Agriculture, Food & Natural Resources POS this includes support for teacher recruitment and retention, industry standard equipment and curriculum and support of teacher and student involvement in student organizations. Many agriculture programs serve as a gateway to engineering, manufacturing and technology programs and numerous other career fields.

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: Recruiting CTE Professionals As evidenced through a number of factors and/or data points CTE teachers, secondary and post secondary, are in high demand and low supply. We will continue our process of growing our own, by recruiting business partners, former students and current non-CTE teachers into the area of CTE. We will continue outreach to underrepresented populations who may not think teaching is not their path. Continued support of Exploration Potentials Interest in Careers activities, i.e. EPIC Student Day, EPIC for Influencers, etc.

E4-Need B: Retaining and training of CTE Professionals. The data shows that a number of new teachers are leaving the field within 3 - 5 years, in order to retain them we will spend staff development dollars on training, and professional development; examples may include SCTCC Faculty led Professional Development Workshops for secondary CTE Teachers, exploring development of a secondary CTE teacher mentorship program, helping CTE faculty attend professional development through CTSOs. The requirements for credentialing CTE faculty at the high school level has been a major challenge for concurrent enrollment programs, SCTCC and GRPC will continue to ensure that high school teachers reach credentialing standards. This has helped for teachers credentialing degrees, we have encountered CTE staff teaching articulated classes to become credentialed in any certification areas as possible. We will continue to partner with Study.com, which boasts a 93% pass rate for teachers' MTLE tests after they participate in the modules.

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: Improve Four Year Graduation rates for English language learners (Secondary)

There were 4-year graduation rate gaps for CTE students who are English language learners. Graduation rates for English language learners lag behind target rates by just over 17% (RealTime Talent Report, 2023, Element 1, p. 8). St. Cloud schools will explore training EL teachers in the value and impact of CTE programs. Exploring possible barriers that keep EL students out of programs and seeing what to do to overcome those barriers. (ie, safety, language, etc..)

E5-Need B: Increase earned Postsecondary Credentials for underrepresented populations (i.e. Black and Hispanic students). SCTCC work on better understanding why Black and Hispanic students are not earning postsecondary credentials and explore ways to overcome those. In an effort to increase retention and thus completion rates SCTCC will continue translating student services materials, and video closed captioning into languages of our highest underrepresented populations (Spanish and Somali). If students see materials in their native language, they will be better aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services.

E5-Need C: Increase nontraditional student enrollment by career cluster: Education, Training, Architecture, and Construction lowest program enrollment. SCTCC hosts a secondary high school counselor workshop, which would be an opportunity to educate counselors on the need to recruit students for those programs. SCTCC's plan to continue to translate materials into Somali and Spanish and add imagery that represents those populations will better promote these careers and make students more aware of what is available, understand that they are accessible for them, feel more comfortable and welcome giving them a sense of belonging, as well, and hopefully better utilize these services. By updating imagery that represents those populations will further help the student "see themselves" in those careers.

E5-Need D: **Increase the number of non-traditional secondary and post-secondary students in CTE programs.** According to our Consortium Course Annual Reports, there is an underrepresentation of female students enrolled in CTE programs at both the secondary level overall, and across several programs at the postsecondary levels, with the gap growing slightly wider in SY2022 (7,867 unduplicated female secondary students enrolled in CTE compared to 8,573 male secondary students, Element 2, page 28). The 2022 Postsecondary CTE Participant Enrollment Report provided by Minnesota State shows that while there are more female total CTE participants enrolled (874 female and 738 male) as of the 2022 reporting year, a much smaller share of female students are concentrators (36.5% of female CTE students compared to 62.5% of male CTE students). Female CTE enrollment at the postsecondary level lags in Arts, Communications, and Information Systems (21 female students), Engineering, Manufacturing, and Technology (42 students), and Agriculture, Food, and Natural Resources (64 students)--primarily in programs that are non-traditional for female students by gender.

E5-Need E: **Increase representation of students of color in CTE across the consortium.** At GRPC secondary schools, students identifying as White are overrepresented by 0.8 percentage points based on the calculation with unduplicated counts. In GRPC CTE programs, secondary students identifying as Hispanic are underrepresented by 0.5 percentage points, as Black by 0.1 percentage points, and with Multiple Races by 0.2 percentage points. These gaps are based on unduplicated count of students enrolled in CTE courses. GRPC secondary CTE students identified as Black and Hispanic have lower rates of concentrators than that for overall CTE enrollment when these rates are calculated based on duplicated count of CTE course enrollment, representing the gaps of 12.9 and 10.0 percentage points, respectively.

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:	\$547,652.34	\$74,899.66	\$622,552.00
Postsecondary Allocation:	\$257,373.01	\$74,899.66	\$332,272.67
Total Consortium Allocation:	\$805,025.35	\$149,799.32	\$954,824.67

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 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
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Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including

Great River

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
			Law Enforcement and public Safety	
140 Licensed Classroom Teacher	Law Enforcement and Public Safety - Continuation of position, Additional resources		\$14,000.00	\$14,000.00
140 Licensed Classroom Teacher	EMR/EMT - Increased position, Additional resources		\$7,000.00	\$7,000.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$21,000.00	\$21,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	EMR Subcontracts with SCTCC teachers and resource support		\$7,500.00	\$7,500.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$7,500.00	\$7,500.00
401 Supplies and Materials - Non Instructional	Collaboration and communication with GRPC schools to encourage new and innovative program improvements.		\$29,500.00	\$29,500.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$29,500.00	\$29,500.00
530 Other Equipment Purchased	To address the CLNA identified high demand to increase Health Science, Law Enforcement, EMR/EMT areas and expansion across the consortium.		\$16,899.66	\$16,899.66
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$16,899.66	\$16,899.66

895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2025-2026 Proposed Budget		\$0.00	\$74,899.66	\$74,899.66

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.		
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.		
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.*

Fiscal Host Administration/Cordinator, Fiscal Host - WTC Fiance Office

*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.*

Consortium coordination and support is a necessary component of not only administering the grant but directing and facilitating the work plan for the secondary consortium partners. Administration/Supervision for pre-approvals, reimbursements and consortium management including all budgeting. Non-Instructional Support for the fiscal management provided by the finance office at Wright Technical Center. CLNA work with RealTime Talent, The GRPC Consortium will support the use of Career Technical Student Organizations (CTSOs) as opportunities for students to develop technical and leadership skills that will enable success in their career paths. Industry Collaboration for CTE program growth, Promoting Career and Technical Student Organizations. Updating equipment necessary for articulation and concurrent enrollment based on industry standards and recommendations. Industry specific supplies, projects and expenses including equipment to improve POS (Please refer to CLNA framework and POS spreadsheet for our prioritized POS spending.) CareerOne summer program support with Career Solutions and SCTCC. Career exploration activities with the EPIC Career Event, CareerOne and other vendors site visits. Through the use of TSAs, we will ensure alignment of courses with industry recommendations and credentials that can lead to post-secondary and/or career-direct opportunities. Counselor career path workshop. Advisory meetings for each consortium school at least twice per year. These meetings allow our industry partners to give specific input as to the funding priorities for our 10 programs of study. CTEcreditmn.com, Supporting articulation along with High School and College partnership. The dollars provide equipment, student transportation travel, conventions, professional development. Instructional and non-instructional materials to enhance CTE programs with industry standards. Articulation and TSA expenses. Professional Development for new and existing CTE teachers, focusing on pedagogy, curriculum, and retention. Regional Consortium Coordinator Meetings, Travel/conferences for Governing Board. Subs for conferences and travel. Consortium focus on professional development for math & reading remediation and workshops for CTE. PD for new and existing CTE teachers focusing on pedagogy, curriculum, and retention.

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

The use of MCIS as a career exploration tool for interested secondary programs. WTC utilizes publications, postage, displays, demonstrations and exhibits to market/communicate the support of programs of the member districts and region while supporting parent knowledge of opportunities in Career and Technical Education. Collaboration and communication with GRPC schools to encourage new and innovative program improvements

*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.*

Updating equipment and expand career and technical offerings at Wright Technical Center Center in collaboration with WTC Member District Schools. This proves necessary for articulation and concurrent enrollment based on industry standards and recommendations. Industry specific supplies, projects and expenses including equipment to improve POS (see CLNA Framework and POS spreadsheet for our funding priorities). To address the CLNA identified high demand to increase Health Science areas and expansion across the consortium

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.

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.

St. Cloud - Law Enforcement/EMR/EMT - Continuation of position, EMR/EMT - Increased position and additional resources. Hiring and retain Law Enforcement instructor(s) for District 742. To address the CLNA identified high demand to increase Health Science areas and expansion across the consortium. Collaboration and communication with GRPC schools to encourage new and innovative program improvements.

Focus2 and Ally/Yuja or other similar program	Focus2 assists students in career exploration. Ally/Yuja or other identifies inaccessibility in course materials.				\$5,749.60							\$5,749.60
CLNA Contract	RealTime Talent contract to work on GRPC CLNA	\$8,000.00										\$8,000.00
NACEP/MnCEP	institutional memberships for NACEP and MnCEP (national and Minnesota concurrent enrollment professional organizaion); costs for attending the annual/semi annual and other meetings for those faculty/staff working with concurrent enrollment courses							\$2,000.00	\$5,000.00			\$7,000.00
Outreach	outreach and support of EPIC, the area career exploration event. Outreach efforts to special populations in regards to CTE program, focusing first on CLNA finding of health sciences and manufacturing, then roll out to other CTE programs, including upating imagery and translations for related materials			\$2,500.00		\$2,500.00				\$2,500.00		\$7,500.00
CTSOs	support technical skills assessment and career and tec student organizations		\$10,000.00									\$10,000.00
Consortium Meetings	meeting for SCTCC faculty and secondary instructors regarding CTE programs; hosting annual counselor workshop		\$3,000.00									\$3,000.00
Recruit and retain CTE faculty	assist with recruitment of CTE facutly; professional development opportunities for SCTCC CTE Faculty to assist in retention of								\$30,000.00			\$30,000.00
Workshop development and implementation	curriculum development and materials, participation in the workshop		\$5,000.00									\$5,000.00
Summer Camps	support CTE related summer camps		\$20,000.00					\$20,000.00				\$40,000.00
Non-Personnel	SUBTOTAL	\$8,000.00	\$38,000.00	\$2,500.00	\$5,749.60	\$2,500.00	\$0.00	\$22,000.00	\$35,000.00	\$2,500.00	\$0.00	\$116,249.60

(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
			Health Sciences	
Director of K12 Initiatives	development and coordination of initiatives within Health Sciences related programming		\$20,250.36	\$20,250.36
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$20,250.36	\$20,250.36
equipment	assist with keeping equipment up to industry standards		\$12,684.52	\$12,684.52
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$12,684.52	\$12,684.52
workshop development and implementation	curriculum development and materials, participation in the workshop		\$2,000.00	\$2,000.00
professional development for SCTCC faculty	professional development opportunities for SCTCC CTE faculty, first priority for health science related faculty		\$10,000.00	\$10,000.00
Scrubs Camp	support health science related summer camp (Scrubs)		\$25,500.00	\$25,500.00
Ally/Yuja or other similar program	Ally/Yuja or other identifies inaccessibility in course materials.		\$757.68	\$757.68
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$38,257.68	\$38,257.68
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total [Enter amount in YELLOW cell at right]				\$3,707.10
2025-2026 Proposed Budget		\$0.00	\$71,192.56	\$74,899.66

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.		
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

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

Salary and fringe for the following positions include: Administrative Assistant for Academic Advising & K12 Initiatives (\$22,425.00) this position supports the Director of K12 Initiative as well as the Academic Advising office and supports all areas of Perkins work but has been identified Narrative 10 because the work encompasses all aspects of Perkins. Academic Advisor (\$23,437.44) will be working with CTE and concurrent enrollment students (all concurrent enrollment offerings through SCTCC are CTE) so is identified for Narratives 2 and 7. Accounting Officer (\$11,933.06) works with the fiscal areas of the Perkins grant and have been identified specifically for Narrative 10. Director of K12 Initiatives is the Perkins Coordinator for SCTCC but also works closely with our regional K12 partners (\$60,751.08) Narrative 10 as well as Reserve Funding (\$20,250.36) specifically in the coordination and implementation of Scrubs Camp, exploration of expanding health science related concurrent enrollment courses - either additional Nursing Assistant offerings or development of new health science related concurrent enrollment offerings, and exploration of additional ways SCTCC and K12 partners can work together on health science related initiatives.

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

Equipment dollars (\$3,870.66) will go towards equipment to keep CTE programs up to industry standards (Narrative 4), starting with programs within health sciences and manufacturing as they are listed in our CLNA as the two areas with high wage, high skill and in-demand careers and are SRPOS 3, SRPOS 6, SRPOS 7 and POS 8. If funds remain then moving on to other CTE programs and SRPOS/POS. We are also planning on funding equipment needs (\$6,000.00) for our Discovery Academy (concurrent enrollment) program to ensure those courses have industry standard equipment (Narrative 7).

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.*

Second year of the 2-year contract with RealTime Talent to assist in the GRPC CLNA (\$8,000) in Narrative 1. **We believe this is necessary to obtain accurate data and appropriate guidance to identify our focused needs for our application.** Support for CTSO activities (\$10,000 for CTSO Advisor travel, lodging and meals that include staff/faculty development activities for licensed CTE staff/faculty) in Narrative 2. We will resume holding consortium meetings, i.e. Credit for Prior Learning, High School Counselor meetings, etc. (\$3,000) in Narratives 2. These **day-long** meetings **include** working lunches so we provide **lunch for participants of these meetings**. SCTCC (organizational) membership to NACEP and MnCEP and costs associated with attending those and/or other professional development meetings (\$7,000.00) in Narratives 7 and 8. Outreach and support of EPIC (\$2,500) Narrative 3, the area career exploration event. Outreach efforts to special populations in regards to CTE program, focusing first on CLNA finding of health sciences and manufacturing, then roll out to other CTE programs, including updating imagery and translations for related materials in Narratives 5 and 9 (\$5,000.00). Funding Focus2Career, an online career exploration opportunity for our students in Narrative 4, and Ally/Yuja or similar program which identifies inaccessibilities in course materials in Narrative 5. (\$5,749.60) . Provide funds for the SCTCC Summer Camps (\$40,000) to provide CTE related (i.e. Scrubs, NitroX, Manufacturing, Aviation, Construction, etc) experiences for younger community members in the summer for Narratives 2 and 7. These summer camps will also help with career exploration and building interest in CTE programs. **Long term, experiences these students have at our summer camps will guide them to careers and our programs tied to the subject of these camps (manufacturing, health sciences, aviation, construction, robotics, etc).** Funds will be used for presenter and mentor stipends, field trip transportation and marketing materials in English, Spanish and Somali. We have had success over the past year with our SCTCC Faculty Developed Workshops for High School Tech Ed instructors and are continuing those offerings in FY25 (\$5,000) with a focus on our program of study areas (Narrative 2). Professional development opportunities for SCTCC CTE Faculty to assist in retention of faculty (\$30,000) and will look for ways we might be able to utilize ways to assist with recruitment of CTE faculty (Narrative 8).

*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.*

Costs associated with: Developing the local application. Supervising local application activities. Supervising Perkins-funded staff. Ensuring compliance with applicable Federal laws. Supporting and developing local data systems for Perkins (this does not include data collection and analysis). Professional development for Perkins administrators. (\$12,706.17)

*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.*

A portion of the Director of K12 Initiatives salary will be supported with these funds as that position will be working closely on the development and implementation of initiatives related to health science programs as explained above under Personnel Expenditures (\$20,250.36). Purchasing of industry standard equipment relative to the Health Sciences program of study (\$12,684.52). SCTCC will develop and host workshops (\$2,000.00) for Secondary Health Science and/or Tech Ed teachers to assist in refreshing and/or bringing their skills up to speed in CTE areas. This training will allow high school instructors to bring skills and information back to their classrooms. These funds will pay faculty stipends for development and presentation of materials and training of high school teachers, as well as, transportation costs for any field trips to industry partners. Funds will also be available for SCTCC CTE faculty to participate in Professional Development (\$10,000.00). We will continue working on the development of a new Health Sciences career related courses for GRPC schools. Support of health science related summer camp which serves as career exploration for middle and high school students (\$25,500.00). Long term, experiences these students have at our summer camps will guide them to careers and our programs tied to the subject of the Scrubs (health science related - nursing, dental, surgical technician, etc.) camp. Funds will be used to pay stipends for presenters and mentors as well as transportation to/from field trips. Purchase of Ally/Yuja or similar program which identifies inaccessibilities in course materials (\$757.68). Administration--Federal and Nonpublic Indirect Cost (\$3,707.10)

Consortium Plan: Budget Summary 2022-2023

<div>Great River</div> <div>July 1, 2024 - June 30, 2025 (FY25)</div> <div>Budget by Application Narratives</div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$17,125.00		\$17,125.00
	Postsecondary		\$8,000.00	\$8,000.00
	Total	\$17,125.00	\$8,000.00	\$25,125.00
Narrative 2: Programs of Study	Secondary	\$348,406.54		\$348,406.54
	Postsecondary		\$49,718.72	\$49,718.72
	Total	\$348,406.54	\$49,718.72	\$398,125.26
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$41,520.80		\$41,520.80
	Postsecondary		\$2,500.00	\$2,500.00
	Total	\$41,520.80	\$2,500.00	\$44,020.80
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$10,000.00		\$10,000.00
	Postsecondary		\$9,620.26	\$9,620.26
	Total	\$10,000.00	\$9,620.26	\$19,620.26
Narrative 5: Special Populations	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$2,500.00	\$2,500.00
	Total	\$1,000.00	\$2,500.00	\$3,500.00
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 7: Early College	Secondary	\$6,800.00		\$6,800.00
	Postsecondary		\$39,718.72	\$39,718.72
	Total	\$6,800.00	\$39,718.72	\$46,518.72
Narrative 8: Support for Professionals	Secondary	\$38,000.00		\$38,000.00
	Postsecondary		\$35,000.00	\$35,000.00
	Total	\$38,000.00	\$35,000.00	\$73,000.00
Narrative 9: Performance Gaps	Secondary	\$20,000.00		\$20,000.00
	Postsecondary		\$2,500.00	\$2,500.00
	Total	\$20,000.00	\$2,500.00	\$22,500.00
Narrative 10: Governance	Secondary	\$64,800.00		\$64,800.00
	Postsecondary		\$107,815.31	\$107,815.31
	Total	\$64,800.00	\$107,815.31	\$172,615.31
Narrative 11: Reserve Funds	Secondary	\$74,899.66		\$74,899.66
	Postsecondary		\$74,899.66	\$74,899.66
	Total	\$74,899.66	\$74,899.66	\$149,799.32
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$16,413.27	\$16,413.27
	Total	\$0.00	\$16,413.27	\$16,413.27
PLAN TOTALS	Secondary	\$622,552.00		\$622,552.00
	Postsecondary		\$332,272.67	\$332,272.67
	Total	\$622,552.00	\$332,272.67	\$954,824.67

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$547,652.34	\$74,899.66	\$622,552.00
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$257,373.01	\$74,899.66	\$332,272.67
Budget Over /Short	\$0.00	\$0.00	\$0.00

Completing the Program of Study Spreadsheet

July 1, 2025 - June 30, 2026 (FY26)

Great River

There is information to complete on BOTH of the FY26 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets or saving as an MS Excel document in a format other than the original may disable dropdown menu options.**

SRPOS Verification tab: Consortium leaders verify that each of the Programs of Study identified on the "SRPOS" tab meet **ALL SEVEN** of the criteria required for a State-Recognized Program of Study.
Check the box on row 16 and insert consortium leader signatures on row 19.

SRPOS tab: Consortium leaders **may submit up to 15** Programs of Study that they verify below meet all seven criteria for State-Recognized Programs of Study. This information will be posted for the public on the Minnesota State website to meet federal requirements for posting of POS information. **Two pathways per POS may be identified.** **NOTE: Programs of Study that are "in development" are not yet Programs of Study and should NOT be listed on this tab.**

POS Funding tab: Consortium leaders may submit up to **10 Programs of Study** for which some level of Perkins funding is identified/requested in the consortium plan. **Two pathways per POS may be identified.** Financial support requested for all POS included on this tab should be included in Narrative 2 of the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in row 11.
Consortia may wish to identify POS "in development" for funding on this tab.

Key Instructions: State-Recognized Programs of Study (SRPOS) tab

* Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.

* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.

* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

ROWS 2-3: Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should populate with information when you begin entering field, cluster, and pathway information in the first column of each SRPOS.

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded BLUE. If you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second POS column. The postsecondary partners and postsecondary programs to which you can align your POS in rows 6-9 will be based on the pathway choices you identify in these two cells.

ROW 5: Enter the CTE approved program code number for the programs aligned to each POS, followed by the school districts in your consortium with that approved program.

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the programs they offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. **If only one postsecondary partner, or only one career pathway being developed in the POS, leave the 2nd column blank.** There is an option "Institution Not on List (See Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the missing institution's name and college program in Narrative 2.

ROWS 7-9: From the dropdown menu options of postsecondary programs offered by the institution you selected in row 6, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options will be different in the two POS columns (if you are partnering with two institutions) based on the different programs provided at each postsecondary institution.

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either the

secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified WBL program codes (and the school districts approved to offer them) through which a student could obtain WBL experience in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or postsecondary WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE classes in the program of study.

Key Instructions: POS Funding tab

* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

*** See instructions above (rows 37-38) regarding YELLOW cells.**

* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from rows 2-9 on the S-RPOS tab to those rows/cells on the Funding tab.

Use the same instructions as above for completing information in rows 2-9.

ROW 10: Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a state-recognized POS on the SRPOS tab.

ROW 11--Funding Priority: Consortium leadership teams should identify the priority spending level of spending requests made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. **NO MORE THAN THREE (3)** can be identified as Priority 1 (top level), and **NO MORE THAN THREE (3)** POS can be identified as Priority 2. Note that POS listed on this tab **DO NOT** need to be State-Recognized POS to be prioritized for funding; however, Narrative 2 of your consortium plan should clearly describe how this need and priority were identified to align with your CLNA.

Use the table below to assist in determining the funding priority level for each Program of Study:

Priority Level	Rationale
Priority 1 (no more than THREE POS) --LIST THESE POS FIRST--	Program of Study represents a high priority workforce need in CLNA findings. These are not necessarily the largest amounts to be spent--simply the highest priorities. The State Team would expect to see these among a consortia's earliest expenditures upon approval of their plan.
Priority 2 (no more than THREE POS) --LIST THESE POS NEXT--	Program of Study represents a workforce need for continued support, possibly to provide industry-standard equipment or innovate existing program delivery. The State Team would expect to see these expenditures made ahead of Priority 3 items as the consortium team would have determined them to be of higher priority.
Priority 3 (either 3 POS, or 4 if no Reserve) --LIST THESE POS NEXT--	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds (OPTIONAL) --LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--	Use of Reserve funding to develop a new POS (i.e., development to establish new POS or to develop coordination and alignment of secondary and postsecondary programs which exist at one level but not at the other). If consortium plan does not include use of reserve funds for new POS development, do not identify any POS with this label on the POS funding tab.

*** [OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium offers an **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with the identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #--Course #**. Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture. **Focus should be on courses that may be included in equipment requests for the primary CTE program in the POS.** (Contact MDE Program Specialists if you have questions on listing courses in these cells.)

RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)

State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
[NAME] Consortium

There are seven minimum criteria that must be met for identification as a State-Recognized Program of Study:

1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment.

*The State-Recognized Programs of Study submitted by our consortium
meet all seven of the minimum criteria identified above.*

X

[Insert "X" in the box to confirm]

Shaun Karson

[Secondary Consortium Leader]

[Postsecondary Consortium Leader]

Great River	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	General_Management	Operations_Management	Food_Products_and_Processing_Systems	Power_Structural_and_Technical_Systems
High Schools & Approved CTE Programs (Table C)	(140710) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Henning, Isle, Little Falls, Pierz Healy, Pillager, Pine River Backus, Sebeka, Verndale, Wadena-Deer Creek		(019901) Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Plainview, Red Wing, Rushford-Peterson, St. Charles, Spring Grove, Winona, Zumbrota-Mazeppa	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_025	Northland_Community_Technical_College_049	Riverland_Community_College_023	South_Central_College_054
Postsecondary CTE Program #1	Business Management	Production and Inventory Management	Food Science	Agribusiness Service Technician
Postsecondary CTE Program #2		Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Little Falls 019901 course #05		Anoka-Hennepin 090101 course #21	Rushford-Peterson 171000 course #41 Red Wing 171710 courses #31, #32

Great River	POS 3		POS 4	
Career Field	Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	Therapeutic_Services	Diagnostic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Film
High Schools & Approved CTE Programs (Table C)	(070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center		(171502) Grand Rapids	
Postsecondary Partner Institutions	StCloud_Technical_Community_College_073	StCloud_Technical_Community_College_016	Lake_Superior_College_033	Hennepin_Technical_College_006
Postsecondary CTE Program #1	Surgical Technology	Cardiovascular Technology	Media Studies and Production	Please Select...
Postsecondary CTE Program #2	Practical Nursing	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			Grand Rapids 140710 course #68	

	POS 5		POS 6	
Great River				
Career Field				
Career Cluster				
Career Pathway	Please Select...		Please Select...	
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...		Please Select...	
Postsecondary CTE Program #1	Please Select...	Please Select...	Please Select...	
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	
State-Recognized				
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

Great River	POS 7	POS 8
Career Field		
Career Cluster		
Career Pathway		
High Schools & Approved CTE Programs (Table C)		
Postsecondary Partner Institutions	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...
State-Recognized		
Funding Priority	Priority 3	Priority 3
Interdisciplinary CTE-Related Courses (optional)		

Great River	POS 9		POS 10	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Use This Sheet for Guidance on Identifying Secondary Courses Aligned with Specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

Program of Study--Field	Program of Study--Cluster	Table C -- MDE Program Area	Table C -- Program Code	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations		170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information Systems	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications Marketing Management	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information Systems	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information Systems	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53 #54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS	090101	Culinary/Hospitality/Food Science	#01; #06; #16-28
		Service Occupations	090301	Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01-#07 #08-#12 #18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers Human Services & Service Learning	#01; #06; #34-36 #01; #06; #40-42 #01; #06; #53-54
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

The pathways below currently have NO Minnesota State postsecondary programs offered:

CAREER_FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications_Technology
Business, Management, & Administration	Business_Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing_Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation_Amusements_and_Attractions
Engineering, Manufacturing, & Technology	Sales_and_Services
Engineering, Manufacturing, & Technology	Transportation_Systems_Infrastructure_Planning_Management_and_Regulation
Engineering, Manufacturing, & Technology	Warehousing_and_Distribution_Center_Operations
Engineering, Manufacturing, & Technology	Logistics_and_Inventory_Control
Engineering, Manufacturing, & Technology	Health_Safety_and_Environmental_Assurance
Human Services	Administration_and_Administrative_Support
Human Services	Revenue_and_Taxation
Human Services	Foreign_Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer_Services

Great River	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4	
Career Field	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Health_Science_Technology	Health_Science_Technology	Human_Services	Human_Services
Career Cluster	Hospitality_and_Tourism	Hospitality_and_Tourism	Marketing	Marketing	Health_Science	Health_Science	Human_Services_Pathway	Human_Services_Pathway
Career Pathway	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Marketing_Management	Marketing_Management	Therapeutic_Services	Therapeutic_Services	Family_and_Community_Services	Family_and_Community_Services
High Schools & Approved CTE Programs (Table C)	(090101) Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Kimball, Maple Lake, Melrose, Monticello, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville (090301) St. Cloud		(140710) Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Foley, Holdingford, Howard Lake-Waverly-Winsted, Milaca, Monticello, Rockford, Sartell-St. Stephen, St. Cloud, St. Michael-Albertville (040800) Sauk Rapids-Rice		(070300) Monticello, St. Cloud, Wright Technical Center		(090101) Albany, Becker, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Kimball, Melrose, Monticello, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville (090201) Wright Technical Center	
Postsecondary Partner Institutions	StCloud_Technical_Community_College_064	Please Select...	StCloud_Technical_Community_College_043	Please Select...	StCloud_Technical_Community_College_073	Please Select...	StCloud_Technical_Community_College_022	Please Select...
Postsecondary CTE Program #1	Culinary Arts	Please Select...	Marketing and Design	Please Select...	Nursing	Please Select...	Child and Adult Care and Education	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...		Please Select...	Early Childhood Education	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities								
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center (099090) Sauk Rapids-Rice		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center (149090) Milaca (049090) Sauk Rapids-Rice		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center	
Certification and Industry Recognized Credential	ServSafe Food Handler, ServSafe Food Manager, ProStart I and Prostart II		MBA Research End of Program Exam		C.N.A.		CDA	
Recognized Postsecondary Credentials:								
Academic Award								
Work-based Learning								
Licensure, Certifications, and/or Industry Recognized Credentials								

Great River	State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7		State-Recognized POS 8	
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Manufacturing	Manufacturing	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Visual_Arts	Visual_Arts	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Production	Production	Construction	Construction
High Schools & Approved CTE Programs (Table C)	(171502) Annandale, Big Lake, Monticello, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville, Wright Tech Center		(170302) Kimball, Melrose, Paynesville, St. Cloud, Wright Tech Center		(171710) Albany, Big Lake, Kimball, Melrose, Ogilvie, ROCORl, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville, Wright Tech Center (171000) Albany, Big Lake, Melrose, Monticello, Ogilvie, Sauk Rapids-Rice, St. Michael-Albertville (019901) Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton		(171000) Albany, Annandale, Big Lake, Delano, Kimball, Melrose, Milaca, Monticello, Ogilvie, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville, Wright Tech Center	
Postsecondary Partner Institutions	Central_Lakes_College_077	Please Select...	StCloud_Technical_Community_College_021			Please Select...	StCloud_Technical_Community_College_011	Please Select...
Postsecondary CTE Program #1	Graphic Design	Please Select...	Automotive Service Technician	Please Select...	171000: Albany, Big Lake, Melrose, Monticello, Ogilvie, Sauk Rapids-Rice, St. Michael-Albertville	Please Select...	Electrical Construction Technology	Please Select...
Postsecondary CTE Program #2	Graphic Design - Media Technologies	Please Select...		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...	019901: Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton	Please Select...		Please Select...
Dual Enrollment Opportunities								
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORl, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORl, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORl, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center (019090) Foley, Holdingford, Howard Lake - Waverly - Winsted, Kimball, Rockford, Sauk Rapids-Rice (019095) Paynesville		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORl, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center	
Certification and Industry Recognized Credential	Precision Exam: Intro to Graphics Communication		S/P2, ASE				OSHA-10	
Recognized Postsecondary Credentials:								
Academic Award								
Work-based Learning								
Licensure, Certifications, and/or Industry Recognized Credentials								

Great River	State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources		
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources		
Career Pathway	Plant_Systems	Plant_Systems	Power_Structural_and_Technical_Systems	Power_Structural_and_Technical_Systems	Animal_Systems	Animal_Systems		
High Schools & Approved CTE Programs (Table C)	(019901) Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sauk Rapids, Wright Tech Center		(019901) Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Paynesville, Rockford, Royalton		(019901) Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sauk Rapids			
Postsecondary Partner Institutions	Central_Lakes_College_053	Ridgewater_College_053	Ridgewater_College_054	Please Select...	Northland_Community_Technical_College_005	Please Select...		Please Select...
Postsecondary CTE Program #1	Agricultural Science	Agronomy Technology	Agriculture Automation	Please Select...	Animal Science	Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...	Agriculture Equipment Mechanic	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities								
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center		(000750) Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Maple Lake, Milaca, Monticello, Paynesville, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud (009090) Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Delano, Holdingford, Kimball, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center (009095) Big Lake, Paynesville, Wright Technical Center			
Certification and Industry Recognized Credential	(019090) Foley, Holdingford, Howard Lake - Waverly - Winsted, Kimball, Rockford, Sauk Rapids-Rice (019095) Paynesville		(019090) Foley, Holdingford, Howard Lake - Waverly - Winsted, Kimball, Rockford, Sauk Rapids-Rice (019095) Paynesville		(019090) Foley, Holdingford, Howard Lake - Waverly - Winsted, Kimball, Rockford, Sauk Rapids-Rice (019095) Paynesville			
Recognized Postsecondary Credentials:								
Academic Award								
Work-based Learning								
Licensure, Certifications, and/or Industry Recognized Credentials								

Great River	State-Recognized POS 13		State-Recognized POS 14		State-Recognized POS 15	
Career Field						
Career Cluster						
Career Pathway						
High Schools & Approved CTE Programs (Table C)						
Postsecondary Partner Institutions		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs						
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

Great River	POS 1		POS 2	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions		Please Select...		Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...		Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)				

Great River	POS 3		POS 4	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

Great River	POS 5		POS 6	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

Great River	POS 7		POS 8	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

Great River	POS 9		POS 10	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Completing the Program of Study Spreadsheet July 1, 2025 - June 30, 2026 (FY26) Great River Consortium

There is information to complete on EACH of the three FY24 spreadsheet tabs. You will submit this complete as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets as an MS Excel document in a format other than the original may disable dropdown menu options.**

SRPOS Verification tab: Consortium leaders verify that each of the Programs of Study identified on the "ALL SEVEN" of the criteria required for a State-Recognized Program of Study. **Check the box on row 16 and insert consortium leader signatures on row 19.**

SRPOS tab: Consortium leaders **may submit up to 15** Programs of Study that they verify believe meet the criteria for State-Recognized Programs of Study. This information will be posted on the Minnesota State website to meet federal requirements for posting of POS in the **pathways per POS may be identified**. **NOTE: Programs of Study that are "in development" are not yet Programs of Study and should NOT be listed on this tab.**

POS Funding tab: Consortium leaders may submit up to **10 Programs of Study** for which some level of financial support is identified/requested in the consortium plan. **Two pathways per POS may be identified**. Financial support requested for all POS included on this tab should be included in the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in the **Priority** column. **Consortia may wish to identify POS "in development" for funding on this tab.**

Key Instructions: State-Recognized Programs of Study (SRPOS) tab

- * Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.
- * Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in the same column.
- * Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career pathway. You can identify two separate postsecondary institutions in the two POS columns along with the specific name(s) offered by each institution. (The second column could also be used to identify a postsecondary institution with whom you have a brokering relationship.)

ROWS 2-3: Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should be populated with information when you begin entering field, cluster, and pathway information in the first column of each row.

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is only used if you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second POS. The postsecondary partners and postsecondary programs to which you can align your POS in rows 6-9 will be based on the pathway choices you identify in these two cells.

ROW 5: Enter the CTE approved program code number for the programs aligned to each POS, followed by the name of the districts in your consortium with that approved program.

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the POS you offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. **If only one postsecondary partner is aligned to the career pathway being developed in the POS, leave the 2nd column blank.**

ROWS 7-9: From the dropdown menu options of postsecondary programs offered by the institution you select, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options will be different in the two POS columns (if you are partnering with two institutions) based on the different pathways identified in the POS columns.

at each postsecondary institution.

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-sp WBL program codes (and the school districts approved to offer them) through which a student could obtain that POS. If the consortium does not have any MDE-approved secondary work-based learning programs WBL opportunities, you may consider listing any embedded experiential learning available in approved CT program of study.

Key Instructions: POS Funding tab

* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

* **See instructions above (rows 37-38) regarding YELLOW cells.**

* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from the S-RPOS tab to those rows/cells on the Funding tab.

Use the same instructions as above for completing information in rows 2-9.

ROW 10: Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a State-Recognized POS on the SRPOS tab.

ROW 11--Funding Priority: Consortium leadership teams should identify the priority spending level of support made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. NO MORE THAN THREE (3) can be identified as Priority 1 (top level), and NO MORE THAN THREE (3) POS can be identified as Priority 2. That POS listed on this tab DO NOT need to be State-Recognized POS to be prioritized for funding; however, your consortium plan should clearly describe how this need and priority were identified to align with your plan.

Use the table below to assist in determining the funding priority level for each Program of Study:

Priority Level	Rationale
Priority 1 (no more than THREE POS)	Program of Study represents a high priority workforce need in CLNA field. This does not necessarily mean the largest amounts to be spent--simply the highest priority. The State Team would expect to see these among a consortium's earliest expenditure requests for approval of their plan.
Priority 2 (no more than THREE POS)	Program of Study represents a workforce need for continued support to maintain or provide industry-standard equipment or innovate existing program design. The State Team would expect to see these expenditures made ahead of Priority 1. The consortium team would have determined them to be of higher priority than Priority 3.
Priority 3 (either 3 POS, or 4 if no Reserve)	Program of Study represents an established program area in need of support, including professional development and supplemental curriculum materials.
Reserve Funds (OPTIONAL)	Use of Reserve funding to develop a new POS (i.e., development to create a new POS or to develop coordination and alignment of secondary and postsecondary programs which exist at one level but not at the other). If consortium plan does not include reserve funds for new POS development, do not identify any POS with Reserve funding on the POS funding tab.

* **[OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium offer an **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with the identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #**. Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture. **Focus should be on courses that may be included in equipment requests for the primary CTE program** (Contact MDE Program Specialists if you have questions on listing courses in these cells.)

RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—CAREERwise](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)

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State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
Great River Consortium

There are seven minimum criteria that must be met for identification as a State-Recognized Program of

1. Course standards accurately align to the academic, technical, and employability skills learners must master to achieve success in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to college credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission standards.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by employers.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive needs assessment.

*The State-Recognized Programs of Study submitted by our consortium
meet all seven of the minimum criteria identified above.*

X

[Insert "X" in

Shaun Karson

[Secondary Consortium Leader]

susanmjordahl

[Postsecondary Consortium

Study:

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Great River Consortium	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Business_Management_and_Administr ation	Business_Management_and_Administr ation	Agriculture_Food_and_Natural_Resour ces	Agriculture_Food_and_Natural_Resour ces
Career Pathway	General_Management	Administrative_Support	Food_Products_and_Processing_Syste ms	Power_Structural_and_Technical_Syste ms
High Schools & Approved CTE Programs (Table C)	(140710) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Henning, Isle, Little Falls, Pierz Healy, Pillager, Pine River Backus, Sebeka, Verndale, Wadena-Deer Creek		(019901) Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Plainview, Red Wing, Rushford-Peterson, St. Charles, Spring Grove, Winona, Zumbrota-Mazeppa	
Postsecondary Partner Institutions	Central_Lakes_College_025	Northland_Community_Technical_Coll ege_003	Riverland_Community_College_023	South_Central_College_054
Postsecondary CTE Program #1	Business Management	Administrative Office Specialist	Food Science	Agribusiness Service Technician
Postsecondary CTE Program #2	Business Entrepreneurship	Administrative Professional	Food Science Technology	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 2		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Little Falls--019901--#05		Anoka-Hennepin--090101--#21	Rushford-Peterson--171000--#41 Red Wing--171710--#31

POS 3		POS 4		PO
Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	
Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	
Therapeutic_Services	Diagnostic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Film	
(070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center		(171502) Grand Rapids		
StCloud_Technical_Community_College_073	StCloud_Technical_Community_College_016	Lake_Superior_College_033	Century_College_006	Please Select...
Surgical Technology	Cardiovascular Technology	Media Studies and Production	Online Video Content Creator	Please Select...
Practical Nursing	Please Select...	Please Select...	Please Select...	Please Select...
Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Yes		No		
Priority 1		Priority 3		
		Grand Rapids--140710--#68		

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POS 8		POS 9		POS 10
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Use This Sheet for Guidance on Identifying Secondary Courses Aligned with Specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

MDE Program Area	Program Code	Program of Study--Field	Program of Study--Cluster	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Trade and Industry	170302	Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics	Transportation	#20-#81
	171710		Pathway: Facility & Mobile Equipment Maintenance		#67-#69
	170302	Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics	Transportation	#20-#81
	171710		Pathway: Transportation Operations		#67-#69
Trade and Industry	171000	Engineering, Manufacturing, Technology	Architecture and Construction	Construction	#20-#56
Trade and Industry	171502	Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Communication Technology	#20-#88
Trade and Industry	171512	Engineering, Manufacturing, Technology	Information Technology	Computer Science/Information Technology	#01-#36
	170302		Manufacturing	Manufacturing	#01-#12
	171000				#01-#12
	171502				#01-#12
Trade and Industry	171710	Engineering, Manufacturing, Technology	Manufacturing	Manufacturing	#01-#12; #66
	171710		Pathway: Manufacturing Production Process Development		#01-#71
	171000				#01-#56
	170302				#50-#53
	171710	Engineering, Manufacturing, Technology	Manufacturing	Manufacturing - Welding	#30-#33
	171000		Pathway: Production		#41-#42
	170302				#60-#62
	171710		Pathway: Maintenance, Installation and Repair	Manufacturing	#20-#71
Business and Marketing	140710	Business, Management, and Administration	Marketing	Marketing Communications	#45-#51
	040800		Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Marketing Management	#01-#12
Business and Marketing	140710	Business, Management, and Administration	Business Management and Administration	Business Management	#30-#39
	040800		Pathways: Operations Management, Business Information Management, Human Resources Management, General Management		#13 & #15
Business and Marketing	140710	Business, Management, and Administration	Business Management and Administration	Administrative Support	#07-#14
Business and Marketing	140710	Business, Management, and Administration	Finance	Accounting and Finance	#18-#26
	040800		Pathways: Accounting, Business Finance; Securities and Investment		#14
Business and Marketing	140710	Business, Management, and Administration	Hospitality and Tourism	Hospitality and Tourism Management	#55-#60
	040800		Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism		#16
Business and Marketing	140710	Arts, Communications, Information Systems	Information Technology	Information Technology	#74-#80
	140710	Arts, Communications, Information Systems	Pathway: Programming and Software Development		
			Information Technology	Information Technology	#64-#73 & #76-#77
AFNR	019901	Agriculture, Food, and Natural Resources	Agribusiness Systems	Agribusiness Systems	#05-#14
	019901		Animal Systems	Animal Systems	#15-#29
AFNR	019901	Agriculture, Food, and Natural Resources	Plant Systems	Plant Systems	#30-#44
AFNR	019901	Agriculture, Food, and Natural Resources	Natural Resources Systems	Natural Resources, Energy, and Environmental Service Systems	#45-#53
			Environmental Service Systems		#54-#59
AFNR	019901	Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	Power, Structural, and Technical Systems	#60-#74
				Biotechnology Systems	#85-#90
AFNR	019901	Agriculture, Food, and Natural Resources	Food Products and Processing Systems	Food Products and Processing Systems	#75-#84
Health Science	070300	Health Science	Biotechnology Research and Development	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	070300	Health Science	Diagnostic Services	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	070300	Health Science	Support Services	Allied Health Services	#01-#04; #30-#38
Health Science	070300	Health Science	Health Informatics	Health Science Introduction	#01-#04
Health Science	070300	Health Science	Therapeutic Services	Emergency Medical Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45
	070101			Dental Services	#01-#04; #45
FCS	090101	Business, Management, and Administration	Hospitality and Tourism	Culinary/Hospitality/Food Science	#01; #06; #16-28
			Pathway: Restaurants and Food/Beverage Services		
Service Occupations	090301			Culinary/Hospitality	#01-#07
				Hospitality Management	#08-#12
FCS	090101	Human Services	Education and Training	Early Childhood Guidance & Education Careers	#01; #06; #40-42
Service Occupations	090201		Pathways: Professional Support Services; Teaching & Training	Education & Training Careers	#01; #06; #46-48
					#01-#07
FCS	090101	Engineering, Manufacturing, Technology	Manufacturing		#01; #06; #57-74
Service Occupations	090204		Pathway: Manufacturing Production and Development	Fashion, Apparel & Interior Design	
					#05-#11
FCS	090101	Engineering, Manufacturing, Technology	Architecture and Construction		#01; #06; #57-74
Service Occupations	090204		Pathway: Design/Pre-Construction	Fashion, Apparel & Interior Design	
					#05-#11
FCS	090101	Human Services	Human Services Pathway	Families & Community Service	#01; #06; #34-36
			Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	Early Childhood Guidance & Education Careers	#01; #06; #40-42
				Human Services & Service Learning	#01; #06; #53-54
FCS	090101	Human Services	Human Services Pathway	Consumerism/Resource Management	#10-#13
Service Occupations	090204	Human Services	Human Services Pathway	Cosmetology	#01-#03
			Pathway: Cosmetology		
Service Occupations	090401	Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Careers	#01-#07
			Pathway: Law Enforcement Services	Family & Community Service	#08-#09

Great River Consortium	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4		State-Recognized POS 5	
Career Field	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Health_Science_Technology	Health_Science_Technology	Human_Services	Human_Services	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Hospitality_and_Tourism	Hospitality_and_Tourism	Marketing	Marketing	Health_Science	Health_Science	Human_Services_Pathway	Human_Services_Pathway	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Marketing_Management	Marketing_Management	Therapeutic_Services	Therapeutic_Services	Family_and_Community_Services	Family_and_Community_Services	Visual_Arts	Visual_Arts
High Schools & Approved CTE Programs (Table C)	Albany, Annandale, Becker, Big Lake, Buffalo, Holdingford, Kimball, Melrose, Monticello, Rocori, Sartell, Sauk Rapids-Rice, St. Michael-Albertville (090101) St. Cloud (090301)		Ogilvie, Albany, Holdingford, Foley, Annandale, Becker, Big Lake, Buffalo, Howard Lake-Waverly-Winsted, Monticello, Rockford, St. Michael-Albertville, Royalton, Sartell, Milaca, St. Cloud (140710) Sauk Rapids-Rice (040800)		St. Cloud, Wright Technical Center (070300)		Albany, Big Lake, Buffalo, Becker, Holdingford, Kimball, Melrose, Monticello, Rocori, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville (090101) Wright Tech Center (090201)		Milaca(140710, 009090) St. Cloud (009090) St. Michael-Albertville (171502, 171512) Big Lake, Monticello, Sartell, Sauk Rapids-Rice, St. Cloud, Wright Tech Center (171502, 009090) Annandale, Monticello (171502)	
Postsecondary Partner Institutions	StCloud_Technical_Community_College_064	Please Select...	StCloud_Technical_Community_College_043	Please Select...	StCloud_Technical_Community_College_073		StCloud_Technical_Community_College_022	Please Select...	Central_Lakes_College_077	Please Select...
Postsecondary CTE Program #1	Culinary Arts	Please Select...	Marketing and Design	Please Select...	Nursing		Child and Adult Care and Education	Please Select...	Graphic Design	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Early Childhood Education	Please Select...	Graphic Design - Media Technologies	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Dual Enrollment Opportunities	No									
Recognized Secondary	000750: Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, 009095: Big Lake, Wright Technical Center, Paynesville 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center, Delano, Kimball 049090 Milaca, Sauk-Rapids ServSafe Food Handler, ServSafe Food Manager, ProStart I and Prostart II		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville 009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center 009095: Big Lake, Kimball, Paynesville, Wright Technical MBA Research End of Program Exam		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville 009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center 009095: Big Lake, Kimball, Paynesville, Wright Technical C.N.A.		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville 009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center 009095: Big Lake, Kimball, Paynesville, Wright Technical CDA		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville 009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center 009095: Big Lake, Kimball, Paynesville, Wright Technical Precision Exam: Intro to Graphics Communication	
Recognized	Academic Award: AAS, Diploma Work-based Learning: Internship, Cook & serve meals to SCTCC campus community Licensure, Certifications, and/or Industry Recognized Credentials: ServSafe Food Handler, ServSafe Food Manager, Certificate of Achievement 149090 Milaca		Academic Award: AAS, Diploma Work-based Learning: Supervised Occupational Experience		Academic Award: Diploma, ASNursing Work-based Learning: Assistant/PN Nursing: Diploma Practicum, Clinicals, Industry Visits Licensure, Certifications, and/or Industry Recognized Credentials: Registered Nurse (RN), Licensed Practical Nurse (LPN)		Academic Award: AAS, Diploma Work-based Learning: Service Clubs and Internships		Academic Award: AAS, Diploma, Associate Dip Work-based Learning: NOCTI	

PATHWAY OPTIONS NOT THE SAME AS TABLE C-- CONFUSED!

State-Recognized POS 6		State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11
Engineering_Manufacturing_Technology Transportation_Distribution_and_Logistics Facility_and_Mobile_Equipment_Maintenance	Engineering_Manufacturing_Technology Transportation_Distribution_and_Logistics Facility_and_Mobile_Equipment_Maintenance	Engineering_Manufacturing_Technology Manufacturing Production	Engineering_Manufacturing_Technology Manufacturing Production	Engineering_Manufacturing_Technology Architecture_and_Construction Construction	Engineering_Manufacturing_Technology Architecture_and_Construction Construction	Agriculture_Food_Natural_Resources Agriculture_Food_and_Natural_Resources Plant_Systems	Agriculture_Food_Natural_Resources Agriculture_Food_and_Natural_Resources Plant_Systems	Agriculture_Food_Natural_Resources Agriculture_Food_and_Natural_Resources Power_Structural_and_Technical_Systems	Agriculture_Food_Natural_Resources Agriculture_Food_and_Natural_Resources Power_Structural_and_Technical_Systems	Agriculture_Food_Natural_Resources Agriculture_Food_and_Natural_Resources Animal_Systems
Kimball (170302) Melrose, Paynesville, Sartell, St. Cloud, Wright Tech Center (170302, 009090);	Please Select...	Albany, Monticello (171000); Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton (019901) Melrose, Sartell, Sauk Rapids, St. Cloud, St. Michael-Albertville, Wright Tech Center, Big Lake, Albany, Ogilvie (171710)	Albany, Monticello (171000); Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton (019901) Melrose, Sartell, Sauk Rapids, St. Cloud, St. Michael-Albertville, Wright Tech Center, Big Lake, Albany, Ogilvie (171710)	Albany, Big Lake, Delano, Annandale, Melrose, Milaca, Monticello, Ogilvie, Sauk Rapids, St. Cloud, St. Michael-Albertville, Wright Tech Center (171000)	Albany, Big Lake, Delano, Annandale, Melrose, Milaca, Monticello, Ogilvie, Sauk Rapids, St. Cloud, St. Michael-Albertville, Wright Tech Center (171000)	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, Rockford, ROCORI, Sauk Rapids, Wright Tech Center (019901)	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, Rockford, ROCORI, Sauk Rapids, Wright Tech Center (019901)	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, Rockford, ROCORI, Sauk Rapids, Wright Tech Center (019901)	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, Rockford, ROCORI, Sauk Rapids, Wright Tech Center (019901)	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, Rockford, ROCORI, Sauk Rapids, Wright Tech Center (019901)
StCloud_Technical_Community_College_021	Please Select...	StCloud_Technical_Community_College_056	Please Select...	StCloud_Technical_Community_College_011	Please Select...	Central_Lakes_College_053	Please Select...	Ridgewater_College_054	Please Select...	Central_Lakes_College_005
Automotive Service Technician	Please Select...	Welding/Fabrication	Please Select...	Electrical Construction Technology	Please Select...	Agronomy	Please Select...	Agriculture Power and Equipment Technician	Please Select...	Animal Science Core Concepts
Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Agricultural Science	Please Select...	Please Select...	Please Select...	
Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	
000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville		000750: Albany, Annandale, Becker, Big Lake, Buffalo-Hanover-Montrose, Delano, Foley, Howard Lake-Waverly-Winsted, Maple Lake, Milaca, Monticello, Paynesville, Rockford, ROCORI, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville
009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center		009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center		009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center		009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center		009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center		009095: Big Lake, Wright Technical Center, Paynesville, 009090: Albany, Annandale, Big Lake, Buffalo-Hanover-Montrose, Holdingford, Melrose, Milaca, Monticello, Ogilvie, Paynesville, Rockford, ROCORI, Royalton, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, Wright Technical Center
009095: Big Lake, Kimball, Paynesville, Wright Technical Center		009095: Big Lake, Kimball, Paynesville, Wright Technical Center		009095: Big Lake, Kimball, Paynesville, Wright Technical Center		009095: Big Lake, Kimball, Paynesville, Wright Technical Center		009095: Big Lake, Kimball, Paynesville, Wright Technical Center		009095: Big Lake, Kimball, Paynesville, Wright Technical Center
S/P2, ASE				OSHA-10						
AAS, Diploma		Diploma		Diploma, AAS						
Nitro-X Camp Counselor		STAR Camp Counselor Industry Visits, Job Shadow, Internships								
S/P2				OSHA-10						
ASE										

State-Recognized POS 11	State-Recognized POS 12	State-Recognized POS 13	State-Recognized POS 14	State-Recognized POS 15
Agriculture_Food_Natural_Resources	0	0	0	0
Agriculture_Food_and_Natural_Resources	0	0	0	0
Animal_Systems	0	0	0	0
Rockford, Howard Lake-Waverly, Ogilvie, Paynesville, Royalton, Sauk Rapids, (019901)				
Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Rocker, Big Lake, Buffalo-Hanover, Rock Lake-Waverly-Winsted, Maple Lakeville, Rockford, ROCOR, Sartell- St. Cloud, St. Michael-Albertville				
Technical Center, Paynesville, Big Lake, Buffalo-Hanover-Montrose, Monticello, Ogilvie, Paynesville, Sartell-St. Stephen, Sauk Rapids- St. Technical Center				
Paynesville, Wright Technical Center				
Rockford, Paynesville				

Great River Consortium	POS 1		POS 2		POS 3
Career Field	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Health_Science_Technology
Career Cluster	Hospitality_and_Tourism	Hospitality_and_Tourism	Marketing	Marketing	Health_Science
Career Pathway	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Marketing_Management	Marketing_Management	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	Albany, Annandale, Becker, Big Lake, Buffalo, Holdingford, Kimball, Melrose, Monticello, Rocori, Sartell, Sauk Rapids-Rice, St. Michael-Albertville (090101) St Cloud (090301)		Ogilvie, Albany, Holdingford, Foley, Annandale, Becker, Big Lake, Buffalo, Howard Lake-Waverly-Winsted, Monticello, Rockford, St. Michael-Albertville, Royalton, Sartell, Milaca, St. Cloud (140710) Sauk Rapids-Rice (040800)		St. Cloud, Wright Tech
Postsecondary Partner Institutions	StCloud_Technical_Community_College_064	Please Select...	StCloud_Technical_Community_College_043	Please Select...	StCloud_Technical_Community_College_073
Postsecondary CTE Program #1	Please Select...	Please Select...	Marketing and Design	Please Select...	Nursing
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...	
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...	
State-Recognized	Yes		Yes		Yes
Funding Priority	Priority 3		Priority 2		Priority 1
Interdisciplinary CTE-Related Courses (optional)					

S 3	POS 4		POS 5	
Health_Science_Technology	Human_Services	Human_Services	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Health_Science	Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Therapeutic_Services	Emergency_and_Fire_Management_Services	Audio_Video_Technology_and_Film	Visual_Arts	Visual_Arts
Technical Center (070300)	Albany, Big Lake, Buffalo, Becker, Holdingford, Kimball, Melrose, Monticello, Rocori, Sartell-St. Stephen, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville (090101)		Milaca, Ogilvie (140710, 009090)	
	Wright Tech Center (090201)		St. Cloud, Big Lake, Monticello, Sartell, Sauk Rapids-Rice, St. Cloud, Wright Tech Center(009090)	
			St. Michael-Albertville (171502, 171512)	
			Annandale, Big Lake, Monticello, Sartell, Sauk Rapids-Rice, St. Cloud, Wright Tech	
Riverland_Community_College_073	StCloud_Technical_Community_College_018	Please Select...	Central_Lakes_College_077	Please Select...
Practical Nursing	Please Select...	Please Select...	Graphic Design	Please Select...
	Please Select...	Please Select...	Graphic Design - Media Technologies	Please Select...
	Please Select...	Please Select...		Please Select...
35	Yes		Yes	
ity 1	Reserve		Priority 3	

POS 6		POS 7		PO
Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Manufacturing	Manufacturing	Architecture_and_Construction
Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Production	Production	Construction
Kimball (170302)		Albany, Monticello (171000); Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton (019901)		Albany, Big Lake, Delano, Annandage, M Rapids, St. Cloud, St. Michael-Alber
Melrose, Paynesville, Sartell, St. Cloud, Wright Tech Center (170302, 009090);		Melrose, Sartell, Sauk Rapids, St. Cloud, St. Michael-Albertville, Wright Tech Center, Big Lake, Albany, Ogilvie (171710)		
StCloud_Technical_Community_College_021	Please Select...	StCloud_Technical_Community_College_056	Please Select...	StCloud_Technical_Community_College_011
Automotive Service Technician	Please Select...	Welding Technology	Please Select...	Carpentry
Medium/Heavy Truck Technician	Please Select...	Welding/Fabrication	Please Select...	
	Please Select...	Machine Technology	Please Select...	
Yes		Yes		N
Priority 1		Priority 1		Prior

S 8	POS 9		POS 10	
Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	
Architecture_and_Construction	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	
Construction	Plant_Systems	Environmental_Service_Systems	Power_Structural_and_Technical_Systems	
<p>elrose, Milaca, Monticello, Ogilvie, Saukville, Wright Tech Center (171000)</p> <p>Please Select...</p> <p>Please Select...</p> <p>Please Select...</p> <p>Please Select...</p>	<p>Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, Rockford, ROCORI, Sauk Rapids, Wright Tech Center (019901)</p> <p>Central_Lakes_College_053</p> <p>Agronomy</p> <p>Agricultural Science</p> <p>Please Select...</p>	<p>Please Select...</p> <p>Please Select...</p> <p>Please Select...</p> <p>Please Select...</p>	<p>Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton (019901)</p> <p>Ridgewater_College_054</p> <p>Please Select...</p> <p>Please Select...</p> <p>Please Select...</p>	
o	Yes		Yes	
ity 2	Priority 3		Priority 3	

FY25 - Albany Lightburn Laser Cutter/Engraver Software	\$1,500
FY25 - Melrose 45 Ton Iron Worker	\$7,673
FY25 - Ogilvie CTE Programs Curricular Cluster (Safety Coursework for Construction E	\$1,800
FY25 - Ogilvie Harvest Right Freeze Dryer	\$2,395
FY25 - Milaca Castle Pocket Cutter Machine	\$5,299
FY25 - Milaca Flashcut Software	\$4,270.08
FY25 - Kimball Wave Shark CNC HD 500	\$2,999
FY25 - Sartell Manual Espresso Machine	\$8,424.50
FY25 - Sauk Rapids-Rice MF2028-100 - 100W CO2 Laser Engraver	\$4,371.98
FY25 - St. Cloud Control System for Shop Sabre CNC Router	\$3,109.31
FY25 - St. Cloud 6 - Blackmagic Design Studio Cameras 4K Pro G2 (\$1,865 per)	\$11,190
FY25 - St. Cloud Laguna SS 24 Spindle Sander	\$1,799.10
FY25 - St. Cloud 2 - Laerdal Airway Management Trainers	\$6,783.30
FY25 - WTC BENCO Low Rise Auto Lift	\$7,143
FY25 - WTC Road Force Elite Balancer	\$19,206.39
FY25 - WTC Consullab Ohm's Law & DC Circuits Trainer Classroom Package	\$36,618
FY25 - WTC Snap-on Industrial Puller Set	\$3,259.72
FY25 - WTC Hotronix 360 IQ Hat Heat Press	\$1,850
FY25 - WTC Bambu Lab X1E - Combo 3D Printer	\$3,194
FY25 - WTC Simulated Recoil Weapons	\$8,986
FY25 - WTC Multi-Height EMS Stretcher	\$2,695
FY25 - WTC EMAX 120 Gallon 175 Psi 230V 1-Pahse 10HP V4 Vertical Air Compressor	\$4,999
FY25 - WTC 2 - Dynasty 210 TIG Welders	\$13,426.66
FY25 - WTC Uni-Hydro 3896 12 Ton Shear Replacement Blades	\$5,911
FY25 - WTC Pipe Beveler MB55 Wrench (Refurbished)	\$3,800
FY24 4 - 4 Simforamtion Heavy Equipment Simulators - WTC	\$81,804.76
FY24 4 - Rotary Laser Kit - WTC	\$2,000
FY24 Millermatic 252 Welder & Spool Gun - WTC	\$8,437.26
FY24 Rotary Welder Positioner - WTC	\$3,746.05
FY24 48" x 96" Welder Fixture Table - WTC	\$11,205
FY24 Hunter WinAlign HW3 Upgrade Kit- WTC	\$4,680.70
FY24 Truevis SG 64: Printer Cutter - WTC	\$15,081.06
FY24 - 4 Stryker Hospital Beds - WTC	\$11,400
FY24 - Geriatric Sensory Impairment Kit - WTC	\$1,385.55
FY24 Knowledge Matters Virtual Personal Finance - Lab License - Becker	\$1,795
FT24 Automotive Diagnostic Scan Tool - Paynesville	\$3,354.50
FY24 Jet Stationary Spindle Sander - Melrose	\$2,099.99
FY24 Miller Diversion 1809 AC/DC TIG Welder - Melrose	\$2,650
FY24 OMTech Pro 2440Laser Engraver - Albany	\$6,573.99
FY24 Knowledge Matters Virtual Business Entrepreneurship - Lab License - Foley	\$2,595
FY24 Shop Sabre CNC - \$15,790 - Local Contribution of \$8,790 - Milaca	\$7,000
FY24 - Graco Ultra Paint Sprayer - Milaca	\$1,519
FY24 - Jet 6-inch Long Bed Wood Jointer - St. Cloud	\$1,899.99
FY24 - Powermatic 209 HH 20" 5HP Wood Planer - St. Cloud	\$5,999.99
FY24 - Manual Milling Machine - St. Cloud	\$8,785.82

FY24 -MobileArc Welding Simulator Package - St. Cloud	\$4,264
FY24 - 2 Multi Cultural RealCare Babies - St. Cloud	\$2,215.56
FY23 Autel MaxiSys MS908S Pro Scanner - Melrose	\$2,099
FY23 A H4 panel Saw - Melrose	\$3,699
FY23 Alto Shaam Holding Cabinet - St. Cloud	\$5,743
FY23 Comercial Refrigerator - St. Cloud	\$3,090.44
FY23 Demonstration Mirror - St. Cloud	\$5,843.65
FY23 Drill Press - Milaca	\$4,207.85
FY23 Lincoln Square Wave TIG 200 Welder - Milaca	\$2,109.06
FY23 Millermatic 252 GMAW Welder - Milaca	\$3,623.33
FY23 SawStop - SRR	\$6,139
FY23 Millermatic 215 Welder - SSR	\$1,815.69
FY23 Real Care Babies - SSR	\$2,097.90
FY23 Knowledge Matters Virtual Personal Finance - Lab License - Foley	\$1,295
FY23 OTC 2-Speed Hydraulic Pump - Albany	\$1,122.25
FY23 30" x 40" VSR Lathe - \$4,999.99 - Local Contribution of \$2,499.99 - Albany	\$2,500
FY23 Battery & Electrical Diagnostic Station - WTC	\$2,750
FY23 Festool DF 700 EQ Domino Joiner XL - WTC	\$1,599
FY23 SawStop Sliding Table - WTC	\$1,695
FY23 2- Makerbot Method X3D Printers - WTC	\$11,283.06
FY23 - 4 Stryker Hospital Beds - WTC	\$8,000
FY23 - Connex EMR Vital Signs Monitor - WTC	\$4,059.39
FY23 - SellEton SL-Wheelchair Scale- WTC	\$1,399
FY23 - Auscultation Manikin - WTC	\$5,940.34
FY23 - Auscultation Manikin - CPR Training Kit Infant Maniokins 4-pack - WTC	\$599
FY23 - Auscultation Manikin - 2 Series 2000 PRESTAN CPR Training Kit Adult Maniokin	\$2,935.90
FY23 - RealCare Welding Bend Tester - WTC	\$3,790.68
FY23 - 3 - Syncrowave 210 MIG Welders - WTC	\$7,882.11
FY23 - Pipe Beveler - WTC	\$2,174.77
10 - Chromebooks w/license	
FY23 TIG Welder - Milaca	
10 - HP ProBook 640 Laptops / Cart	
15 - Latitude 3400 BTX Laptop Computers	
2 - SIM 4 Dryfire Trainer	
2 - Small Engine Kits	
2 - Wacom Cintiq 16 Drawing Tablets	
20 - Desktop Computers	
2-Power Mig 350MP	
3D Printer	
3-D Printer Maker Bot	
4-Post Auto Lift	
50 Ton Iron Worker	
50 Ton Iron Worker	
7-Power Wave C300	

Auto Body Rotisory	
Bovine Injection Simulator	
Brake Lathe	
Briggs and Stratton Engine kit (Set of 12)	
Chromebooks - Health Science	
CNC Mill	
CNC Plasma Cutter	
CNC Plasma Table	
CNC Plasma Table	
CNC Router	
CPR Dogs	
Culinary refrigerated display case	
Culinary refrigerators.	
Demonstration Table	
Dewalt Rotary Laser Kit	
ECEC Poster Printer	
ECEC Promethian	
ECEC RaelCare Baby	
Electrical Labs	
Epilog Mini 24X12	
FACS Real Care Babies - from FY19	
FarmBot	
Fume Extractor	
Geriatric Manikins	
Geriatric Symulator	
Grizzly Bandsaw	
Handling Fee for the Screw Pocket Machine & Powermatic Planer	
HP Laptop Computer	
HP Laptop Computer	
Iron Worker	
Jointer	
Jointer	
Knaack Job Box	
Koike ShopPro 4x4 CNC Cutting Table	
Large Engine Stands	
Laser Cutting Table	
Laser Shot Simulator - Law Enforcement	
MAXISYS Scan Tool	
MAXISYS Tablet Scan Tool	
Mechanics Precision Tool Kits	
Metal Bandsaw	
Metal Bender	
Miller Multimatic 215 TIG Welder	
Miller Welder	
Mobile Demonstration Cart	
Model No. 2 Bender, Stand H60 I-Frame HYD Package, 103B 180 SQ Die Set	
Mohawk Scissor Rack	

Multimatic 235	
Multimatic 235	
Multimatic 255 Pulse Welder (Waiting for State Approval)	
PICO Scope	
Pirahna Shearing Backgauge	
Plasma Cutter	
Powermatic Planer	
Powermax 85 Plasma Torch	
Printer	
Push/Pull Gun - Extra feature for the welder	
Roland Vinyl Cutter & Shipping	
Rolling Tool Chest w/ Briggs and Stratton Tool Set	
Rotary 2-post lift	
Rotary Fixture for Laser Table	
RX Light Kit for Scissor Rack	
Sand Blast Cabinet	
SawStop - WTC	
Shop Sabre Sidekick 4 Plasma Cutter System	
Square Wave 200 Tig Welder	
Square Wave TIG 200	
Square Wave TIG Welder	
Square Wave TIG Welder	
Square Wave TIG Welders	
Stabila Laser Level	
Stainles Refrigerator	
Stylin Chairs for Cosmetology - \$799/each \$570 Shipping	
Tire Changer	
Tire Changer	
Tormach xs Tech Router	
TSM-22 Screw Pocket Machine	
Variquest	
Wheel Balancer	
Wood Bandsaw	
X-Carve CNC from Inventables	
Zspace - Health Science	

Asset Nbr	Asset Description	Bldg Code	Room Code	Inventory Date	Mfgr Serial Nbr	Po Nbr	Asset Value	Asset Holder	Class Code	Owner Dept Nbr	Mfgr Name	Mfgr Model Nbr
1118332	PROJECTOR	SCTC	1-329	05/16/2002	002315778	12398	2585		442A	500000	SHARP	PG-D120U
1118336	PROJECTOR	SCTC	1-196	05/23/2001	00315720	12398	2585		442A	500000	SHARP	PG-D120U
1172631	SCAN TOOL SET	SCTC	1-166	02/08/2008	31031	14704	2895		120A	500000	STANDARD	STI-BD8D
1175658	PANEL SAW & STAND	SCTC	1-396	03/08/2007	771B400360093	14923	3325.71		359A	500000	MILWAUKEE	6410
					5474003260094							
1175661	HUNTER ALIGNMENT COMPUTER	SCTC	APOLLO	06/06/2023	3	15011	9345.9		120A	500000	HUNTER	5311M14
1175763	TRANSMISSION	SCTC	1-245	06/30/2008	6510242637	15473	4650		120A	500000	ALLISON TRANSMI	MD3560
1176012	PROJECTOR	SCTC	1-155	05/27/2002	103312856	16660	3789		216A	500000	SHARP	PG-C20XU
1176013	PROJECTOR	SCTC	1-209		102312714	16660	3789		216A	500000	SHARP	PG-C20XU
1176016	PROJECTOR	SCTC	1-363	05/27/2002	103312764	16660	3789		216A	500000	SHARP	PG-C20XU
1176172	TOTAL STATION, LOCKER 16	SCTC	1-372	05/09/2023	UN1012	17836	5435		257A	500000	Top Con	GTS-226
1176345	FLOOR CRANE - 2 TON	SCTC	1-367	05/03/2023		20231	5330.09		334A	500000	CABELL-HOWE	474336
1176379	LATHE GEARED HEAD	SCTC	1-368	05/04/2023	DG0340	20153	26420.55		339A	500000	COLCHESTER	8043
1282848	TIRE CHANGER	SCTC	1-166	06/25/2008		23985	4707.45		120A	500000		TC3250-PLU
1282852	PROJECTOR	SCTC	1-341	07/14/2003		23978	2721.27		307A	500000	SHARP	
1282856	PROJECTOR	SCTC	1-341			23978	2721.27		307A	500000	SHARP	PGC45X
1282973	TOTAL STATION, LOCKER 3	SCTC	1-372	05/09/2023	UM4645	25677	5265.06		033A	500000	Topcon	GTS-225
1282995	ALIGNMENT MACHINE	SCTC	1-166	06/02/2023		26857	10002.2		120A	500000	Hunter	S 511M-17
1283665	ROBOTIC STATION, DISPLAY CASE	SCTC	1-372	05/09/2023	81310299	30621	24122.7		033A	500000	Trimble	5605
1285892	Laptop Toughbook	SCTC	1-166	04/20/2023	01KYA24827	58014	4030	AUTO LAB	306A	500000	Panasonic	CF-31
1286276	ULTRASOUND SYSTEM	SCTC	H-109	05/11/2023	70976037	58524	38123		263A	500000	Phillips	HDIIXE
1286277	ULTRASOUND SYSTEM	SCTC	H-130F	05/11/2023	70976036	58524	38123		263A	500000	Phillips	HDIIXE
1286280	BLDG ENERGY MNGT TRAINER	SCTC	1-387	05/03/2023	102134	59512	22375		091A	500000	Hampden	H-MZBM-J1
1286282	ARTICULATED ARM MULTIGAGE SYS	SCTC	1-368D	05/04/2023	5JMG469M	59513	19750		442A	500000	Romer	MULTIGAGE
1286691	ULTRASOUND MACHINE	SCTC	H-109	05/11/2023	US51179367	66309	32999		9090	500000	Philips	HD11
1287024	SENSOR - SCHICK	SCTC	H-213C	05/25/2023		73050	7807		265A	500000	Schick	R83
1287075	TABLET	SCTC	1-215	04/17/2023	073949351752	73894	656	IT STORAGE	306A	500000	Microsoft	SURFACE 3
1287288	ALIGNMENT MACHINE	SCTC	1-166	06/02/2023	DACC200	77092	27475.5		120A	500000	Hunter	WR48X
1287319	SCHICK 33 SENSOR	SCTC	H-210F	05/25/2023	25006481	77302	7780.05		265A	500000	Schick	SIRONA 33
1287320	WELDER	SCTC	1-235	06/01/2023	2717	77337	5450.57		334A	500000	Nitrocell	6066
					T715Y-1542-							YUMA Z RUGGED
1287323	TOUGHBOOK TABLET	SCTC	1-374	05/08/2023	013159	77298	4897.5	LOCKER 11	306A	500000	Trimble	TABLET
					T715Y-1445-							YUMA Z RUGGED
1287324	TOUGHBOOK TABLET	SCTC	1-374	05/08/2023	011675	77298	4897.5	LOCKER 10	306A	500000	Trimble	TABLET
1757052	TURBIDIMETER	SCTC	1-385	05/23/2023	1692603	80241	5094.05		398A	500000	Hach	TU5400SC
1757073	ENGINE VOLVO D13	SCTC	1-270	05/15/2023	977304	80929	5000		075A	500000	VOLVO	D13
1757076	TRIMBLE GPS REC LOCKER 11	SCTC	1-374	05/09/2023	5717R00386	80862	7352.5		438A	500000	Trimble	R83
												ANTSLE ONE
1757077	SERVER	SCTC	2-449	06/29/2023	1003000002771	80863	5477.18	RYAN SALNER	306A	500000	Antsle	ULTRA
1757088	IRONWORKER	SCTC	1-367	05/03/2023	1165M0517	80866	42531.9		334A	500000	Scotchman	DO150-24M
					P00334							
1757264	PROCESS CHLORINE ANALYZER	SCTC	1-385	05/23/2023	180930016440	09	12600.98		101A	500000	HACH	CL17
						P00253						
1757339	WATER PURIFIER	SCTC	1-381	05/23/2023		13	6350		101A	500000	Barnstead	PACIFIC TII
					3AKJGLD56ESFY0							
1757363	2014 FREIGHTLINER CASCADIA	SCTC	1-270	05/15/2023	268	MULT	46375.57		005A	500000	Freightliner	CASCADIA
					32OUMM251902	P01271						
1773509	NURSING ANNE SIMULATOR	SCTC	H-018	05/25/2023	5	54	25848.5		442A	500000	Laerdal	PLATINUM
						P01915						
1773752	DIGITAL IMPRESSION SCANNER	SCTC	H-211B	05/25/2023	DWIOC000834	97	12350		265A	500000	STRAUMANN	CARES IOS
						P01978						
1773756	TREX DEVICE COMMUNICATOR	SCTC	1-352D	06/12/2023	220100025720	21	5022.07		442A	500000	Emerson	EMERSON
						P02415						
1773927	LATHE	SCTC	1-368	05/04/2023	16420083893	95	27541		339A	500000	Kent	RML-1640T
						P02433						
1773952	CONDUIT BENDER	SCTC	1-390	05/23/2023	AKF06203	37	10414.83		396A	500000	Greenlee	855GX
						P02493						
1773990	KOIKE PLASMA CUTTING MACHINE	SCTC	1-367	05/03/2023	370410-1-1	65	36748		334A	500000	Koike	SHOPPRO
						P03083						
1774354	2 POST LIFT	SCTC	APOLLO-911	06/06/2023	CXN21L0001	84	7100		9100	500000	Rotary Lift	SP010N5T5
						P03173						
1774355	WIRE FEED WELDER	SCTC	1-367	05/03/2023	NC213020N	44	5450		334A	500000	Miller	MILLERMATIC355
						P03173						
1774356	WIRE FEED WELDER	SCTC	1-367	05/03/2023	NC213026N	44	5450		334A	500000	Miller	MILLERMATIC355
						P03690						DYNASTY 300
1774468	DYNASTY 300 TIG	SCTC	1-367	05/31/2023	ND150572L	70	9891.34		334A	500000	Miller	SERIES
						P03697						
1774469	TRITON D10 SCAN TOOL	SCTC	APOLLO	05/11/2023		82	6003.49		120A	500000	Triton	D10
						P03716						
1774499	SPECTROPHOTO METER	SCTC	1-381	06/07/2023	2247571	78	13402.9		257A	500000	HACH	DR6000

[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 and 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:	St. Cloud Technical & Community College		
College President's Name (Print):	Lori Kloos		
Signature:	Lori Kloos		Date
			3-17-2025
email:	LKloos@stctec.edu		
Phone:	320-308-5017		

District Name:	_____		
District Number/Type:	_____		
Superintendent's Name — (Print):	_____		
Signature			Date
email:	_____		
Phone:	_____		

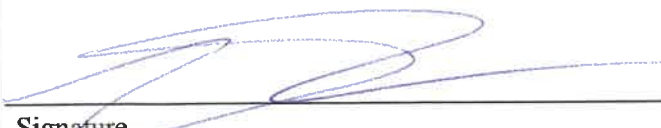
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Albany Area Schools</u>	
District Number/Type: <u>745</u>	
Superintendent's Name – (Print): <u>TRAVIS OKERLUND</u>	
Signature  _____	Date <u>3/11/25</u>
email: <u>Tokertund@district745.org</u>	
Phone: <u>320 - 845 - 5050</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Annandale Public Schools</u>	
District Number/Type: <u>876</u>	
Superintendent's Name – (Print): <u>Tim Prom</u>	
Signature <u>Tim Prom</u>	Date <u>3/21/25</u>
email: <u>tprom@isd876.org</u>	
Phone: <u>320 274 5602</u>	

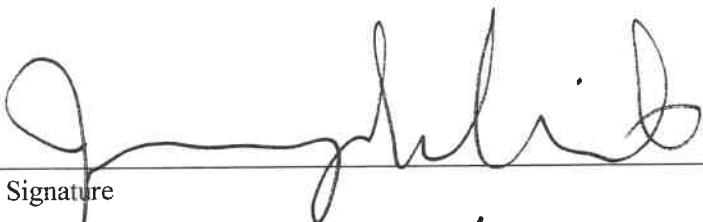
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Becker Public Schools</u>	
District Number/Type: <u>0726 - Independent School District</u>	
Superintendent's Name – (Print): <u>Jeremy Schmidt</u>	
	<u>3-12-25</u>
Signature	Date
email: <u>JSchmidt@isd726.org</u>	
Phone: <u>763-261-4502</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Big Lake Schools</u>	
District Number/Type: <u>727</u>	
Superintendent's Name – (Print): <u>Timothy D. Truebenbach</u>	
 Signature _____	<u>3-11-25</u> Date _____
email: <u>t.truebenbach@biglakeschools.org</u>	
Phone: <u>763-262-2536</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Buffalo - Hanover - Montrose School District

District Number/Type: 0877-01

Superintendent's Name – (Print): Scott Thielman

Scott Thielman 3/12/25
Signature Date

email: sthielman@bhmschools.org

Phone: 763-682-8707

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Delano Public Schools

District Number/Type: 879

Superintendent's Name – (Print): Matthew W. Schoen

Signature Matthew W. Sch Date 3-11-25

email: Matt. Schoen@delano Schools.org

Phone: 763-972-3365


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River Perkins Consortium

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

District Name: <u>Foley Public Schools</u>	
District Number/Type: <u>ISD #57</u>	
Superintendent's Name – (Print): <u>Trish M. Perry</u>	
Signature  _____	Date <u>3-24-2025</u>
email: <u>tperry@apps.isa57.org</u>	
Phone: <u>326-968-8601</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

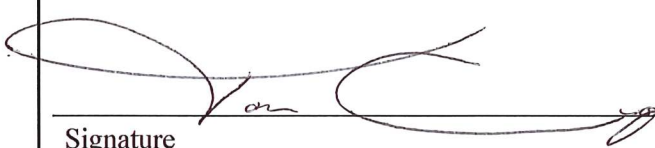
email: _____

Phone: _____

District Name: Holdingford School Dist.

District Number/Type: # 738

Superintendent's Name – (Print): Chris Swenson

Signature  Date 3/17/25

email: tom.cooper@isd738.org

Phone: 326-746-4389

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Wright Tech Center

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Hazard Lake - Waukegan - Winnetka

District Number/Type: 2687-01

Superintendent's Name - (Print): Nate Wallbruch

Signature Nate Wallbruch Date 3/11/25

email: nwallbruch@hazard.k12.il.us

Phone: 320-543-4646

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River

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

District Name: <u>Kimball Schools</u>	
District Number/Type: <u>150 D739</u>	
Superintendent's Name – (Print): <u>Erik Widvey</u>	
Signature <u>EL</u>	Date <u>3/17/25</u>
email: <u>erik.widvey@kimball.k12.mn.us</u>	
Phone: <u>320 398 7700 x1332</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Maple Lake Public Schools</u>	
District Number/Type: <u>ISD # 881</u>	
Superintendent's Name – (Print): <u>Mike Rowe</u>	
Signature 	Date <u>3/11/2025</u>
email: <u>rowem@maplelake.k12.mn.us</u>	
Phone: <u>320-963-3114</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____


email: _____

Phone: _____

District Name: Malrose Area Public Schools

District Number/Type: ISD 740

Superintendent's Name – (Print): Gregory A. Winter

 _____ Date 3/11/25

email: gwinter@isd740.org

Phone: (320) 256-5160

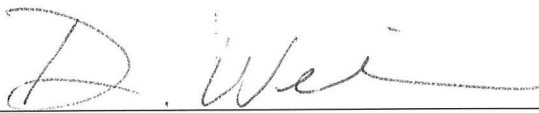
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Milaca Public Schools</u>	
District Number/Type: <u>#912</u>	
Superintendent's Name – (Print): <u>Dr. David Wedin</u>	
 	
Signature _____	Date <u>3/18/2025</u>
email: <u>david.wedin@milaca.k12.mn.us</u>	
Phone: <u>320 - 982 - 7191</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: District 882 - Monticello Public Schools

District Number/Type: No. 882

Superintendent's Name - (Print): Eric G. Olson



3-11-2025

Signature _____ Date _____

email: eric.olson@monticello.k12.mn.us

Phone: 763-272-2001

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Ogilvie Public School District</u>	
District Number/Type: <u>0333-01</u>	
Superintendent's Name – (Print): <u>Kevin Ricke</u>	
<u>Kevin M. Ricke</u>	Ogilvie Public School 333 School Drive Ogilvie MN 56358
Signature _____	Date <u>03/17/2025</u>
email: <u>kricke@ogilvie.k12.mn.us</u>	
Phone: <u>(320) 272-5075</u>	

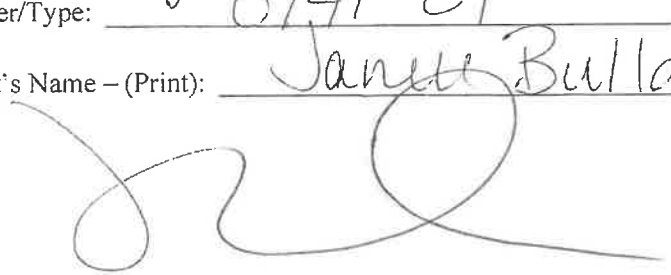
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: _____	<i>Paynesville Area Schools</i>
District Number/Type: _____	<i>0741-01</i>
Superintendent's Name – (Print): _____	<i>Janette Bullard</i>
	
Signature _____	Date <i>3/11/25</i>
email: <i>jbullard@lsd1741.org</i>	
Phone: <i>320-243-3410</i>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Rockford Area Schools</u>	
District Number/Type: <u>883</u>	
Superintendent's Name – (Print): <u>Dr. Jeffery P. Riddlehauser</u>	
Signature <u></u>	Date <u>3.12.25</u>
email: <u>Jeff.riddlehauser@rockford883.org</u>	
Phone: <u>763.477.7512</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: ROCORI Public School

District Number/Type: 0751-01

Superintendent's Name – (Print): Kevin Enerson

Kevin Enerson 3/17/25
Signature Date

email: enersonk@rocori.k12.mn.us

Phone: 320-685-4900

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: ROYALTON PUBLIC SCHOOLS ISD #485

District Number/Type: PUBLIC

Superintendent's Name – (Print): DR. KRISTINE WEHRKAMP HERMAN

Dr. Kristine Wehrkamp Herman 3/19/25
Signature Date

email: kristine.wehrkamp@isd485.org

Phone: 320-584-4000


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River Perkins Consortium

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

District Name: <u>Sartell - St. Stephen</u>	
District Number/Type: <u>ISD 748</u>	
Superintendent's Name - (Print): <u>Dr. Michael Rivard</u>	
	<u>3/17/25</u>
Signature	Date
email: <u>michael.rivard@isd748.org</u>	
Phone: <u>(320) 656-3701</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Sauk Rapids Rice Public Schools</u>	
District Number/Type: <u>0047-01</u>	
Superintendent's Name – (Print): <u>Bradley D. Bergstrom</u>	
Signature <u>Bradley D. Bergstrom</u>	Date <u>3/19/25</u>
email: <u>supt.bradley.bergstrom@isd47.org</u>	
Phone: <u>320-258-1809</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Great River Perkins Consortium

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

District Name: <u>St Cloud Area Schools</u>	
District Number/Type: <u>ISD742</u>	
Superintendent's Name – (Print): <u>Laurie Putnam</u>	
 Signature _____	<u>3/25/25</u> Date _____
email: <u>laurie.putnam@isd742.org</u>	
Phone: <u>320-370-8001</u>	
<i>(Duplicate as needed)</i>	

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: _____

College President's Name (Print): _____

Signature

Date

email: _____

Phone: _____

District Name: St. Michael - Albertville

District Number/Type: 885

Superintendent's Name – (Print): Ann-Marie Foucault

Ann-Marie Foucault

Signature

3-24-2025

Date

email: annmarief@mystina.org

Phone: 763-497-3180

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Wright Technical Center</u>	
District Number/Type: <u>966-51</u>	
Superintendent's Name – (Print): <u>Brian Koslowski</u>	
Signature <u>B. Koslowski</u>	Date <u>3/20/25</u>
email: <u>brian.koslowski@wrighttech.org</u>	
Phone: <u>763-684-2200</u>	

(Duplicate as needed)