

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:	Runestone
Total Award Budget:	\$ 282,497.75

Consortium Membership List

In the following table, list the college(s) and all secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrator
Accounting	S-R	Y	Y	Y	269	14
General Management	Both	Y	Y	Y	160	53
Merchandising	Both	Y	Y	N	215 (Mktg Communications)	47
Construction	Both	Y	Y	Y	525	23
Production	Both	Y	Y	Y	272	57
Manufacturing— Production Process Development	Both	Y	Y	Y	82	29
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	12 (Auto Mechanics) 181 (Transportation— Alt and Basic)	62
Teaching Training	Both	N	Y	Y	5 (Early Childhood)	16
Information Support Systems	S-R	Y	Y	Y	78	7
Visual Arts	Both	Y	Y	N	NEW in 2025	16
Facility and Mobile Equipment Maintenance (Aviation)	S-R	Y	Y	Y	27	25 (NCTC)
Agribusiness	Both	Y	Y	N	178 (Plant Systems)	45(CLC)
Animal Science	Both	Y	Y	N	134	50 (Ridgewater)

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 B: Equipment	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>Need: Maintain or upgrade shops and labs to match business and industry standards and enhance/innovated learning for students.</p> <p>Current Condition: 50% of CTE teachers at secondary stated additional support for equipment was needed to reflect current workplace, industry and/or occupational practices and requirements. 46% of the faculty at the college stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation</p> <p>Data/Source: CTE teachers and faculty surveyed for the CLNA, along with suggestions from their CTE advisory members. In addition, local (NW MN) labor market data shows high demand in Machinists, Welders, Fabrication, Carpenters, Mechanics (automotive and heavy equipment), Childcare Workers, Teachers, Landscapers. In central MN there is growth in Veterinary Technologists & Technicians.</p>					
2. Strategies to address need: Support Equipment Needs Within Programs of Study					
<p>Who: CTE faculty at secondary and post-secondary and Perkins Advisory Committee</p> <p>Action: Equipment needs identified from <i>Secondary CTE Survey of Needs</i> and reviewed by Perkins Advisory Committee. Items approved will be listed in the grant secondary budget narrative. Approved post-secondary equipment requests still to be identified and approved for purchased by the Perkins Advisory Committee.</p> <p>Timeframe: Spring 2025 (CTE Survey of Needs submitted) and purchased by March 2026</p> <p>Funding Source: Perkins Basic Funding--Narrative 2--Both secondary and post-secondary</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Action Verb: Equipment purchased</p> <p>Target Population: Identified SR-POS in grant</p> <p>Specific Result: to keep with industry standards</p> <p>Timeframe: Completed by March 31, 2026</p>					

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

Need: Better understanding of best practices for quality CTE advisory committees at secondary

Current Condition: Some secondary CTE teachers struggle with the purpose of a quality CTE advisory committee, or even what makes a quality advisory committee. The new secondary Perkins V coordinator is new to Career and Tech Ed and has a need for understanding in this area.

Data/Source: Questions from some CTE teachers regarding the purpose of CTE advisory committees. Also, the new secondary Perkins V coordinator has little background and knowledge of CTE and Perkins V.

2. Strategies to address need: Provide Secondary CTE Teachers PD on Effective Advisory Committees

Who: New secondary Perkins coordinator and secondary CTE teachers

Action: will be supported through Perkins funding to attend available professional development around CTE Advisory Committees and best practices

Timeframe: Throughout FY26 grant year

Funding Source: Perkins Secondary Basic—Narrative 8

3. Measurable Outcomes (report results in next APR)

Action Verb: Attend and provide feedback

Target Population: New secondary Perkins coordinator and secondary CTE teachers

Specific Result: Utilize the training completed by the new Secondary Perkins Coordinator and secondary CTE teachers to establish twice-a-year meetings and improve the agenda-setting of CTE advisory committees.

Timeframe: By Spring 2026

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.

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

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

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

Students are provided awareness of CTE course offerings at each of the districts. How these districts highlight these course offerings may vary slightly, but this information is shared with all students. From the survey feedback from students, the biggest barrier to CTE course offerings comes from scheduling conflicts.

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

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

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

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

NEED A: Business/Industry and Workforce Agencies Partnerships	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: Keep business/industry and workforce agencies in our regional area involved in our CTE programs and career explorative events.</p> <p>Current Condition: Regional business and industry are involved in various ways—such as presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, or judges at local career related competitions. Workforce agencies involved in careers fairs, explorative career events, and work with our college counseling and admissions.</p> <p>Data/Source: Advisory committee minutes at both secondary and post-secondary state business & industry's desire to be involved and have that connection with students so they can share the career opportunities in our region and grow the pipeline within our region. Career Force Center and Alexandria Area Economic Development Commission involved to assist with growing the pipeline.</p>					
2. Strategies to address need: Support Involvement of Business /Industry and Career Force Center.					
<p>Who: Secondary & PS CTE faculty, along with Perkins coordinators</p> <p>Action: Support continued/expanded involvement of business/industry and workforce agencies through funding reimbursements of transportation and sub teachers for students to attend Grade 9 Expo, Manufacturing and Transportation Days, Career Fair, Sophomore Sneak a Peek, and other career explorative events/activities. Stipends to college CTE faculty providing instruction for summer hands on camps for students and where industry is involved.</p> <p>Timeframe: Throughout the FY26 grant year</p> <p>Funding Source: Perkins Basic Funding—Narrative 3—Both secondary and postsecondary</p>					

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

Action Verb: Maintain or increase

Target Population: Business/industry and workforce agencies involvement

Degree of Change: Minimum of 50 different business/industry and workforce agencies involved, and/or expanding in the areas of involvement.

Timeframe: Throughout the FY26 grant year.

1. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
 - a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

Collaboration with Runestone Counselors on career exploration events/activities include consortium wide events for each grade level, as well as sharing information within their districts of summer camp offerings hosted by the college. Students are provided information on high skill, high wage and in-demand careers within our region. Students are surveyed following these various events/activities to gauge what they have learned and areas we can improve.

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

The Career Force Center takes part in our consortium-wide Grade 9 Career Expo event that is held each year at Alexandria High School. The Alexandria Area Economic Development Commission helps connect business/industries who will partner with the Alexandria High School and participate at the Grade 9 Expo. T'

The Career Force will refer students to the college when they have a program or interest areas in mind and may need support or assistance with the college enrollment process. They also refer students to career counseling and/or college counseling when undecided.

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

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

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

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

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

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

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

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

Workforce Center Collaboration

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

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: 2S2: Math Proficiency	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: 2S2 Math stops declining and begins to increase.</p> <p>Current Condition: While our consortium has met our SDPL the past three years, there has been a slight declined each year:</p> <p>Data/Source: <u>2S2:Math</u> 2021: 36.96% 2022: 37.85% 2023: 34.16% The subgroups show lower performance with Black and Hispanic, Special Education, Economic Disadvantaged and Non-traditional.</p>					
2. Strategies to address need: Support PD around 2S2 Math Proficiency					
<p>Who: Secondary CTE teachers</p> <p>Action: will be supported through Perkins funding to attend available professional development that centers around embedding basic math calculations into CTE curriculum.</p> <p>Timeframe: Throughout the FY26</p> <p>Funding Source: Secondary Perkins Reserves Funds—Narrative 11</p>					
3. Measurable Outcomes (report results in next APR)					
<p>Action Verb: Maintain or increase</p> <p>Target Population: CTE student performance in 2S2 Math</p> <p>Degree of Change: Consortium performance will show improvement</p> <p>Timeframe: FY27 Pfile data</p>					

4. Provide additional narrative to address the following:
 - a. How will your consortium improve both the academic and technical skills of students in CTE programs?
 - By strengthening the academic and career and technical components of such programs

- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

For the FY26 grant year, our consortium will look for professional development opportunities with regards to integration and teaching math components within CTE. These opportunities will be shared and support provided for CTE teachers to participate in.

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

Narrative 5: Special Populations

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

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

NEED A: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment	This Need is in Element(s):																																				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>																																
<p>Need: SDPL in 4S1 and 3P1 Non-Trad needs to increase, not continue to decline.</p> <p>Current Condition: While our consortium has met our SDPL the past three years, there has been a slight decline each year in 4S1 and 3P1 Non-Trad. Looking deeper into the data, there are fewer males showing in non-trad than females at both secondary and post-secondary.</p> <p>Data/Source:</p> <table border="1"> <thead> <tr> <th></th> <th>Non-Trad</th> <th>4S1 Male</th> <th>4S1 Female</th> </tr> </thead> <tbody> <tr> <td>2021:</td> <td>39.00%</td> <td>29.92%</td> <td>60.95%</td> </tr> <tr> <td>2022:</td> <td>34.06%</td> <td>18.88%</td> <td>74.71%</td> </tr> <tr> <td>2023:</td> <td>32.19%</td> <td>17.18%</td> <td>84.62%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Non-Trad</th> <th>3P1 Male</th> <th>3P1 Female</th> </tr> </thead> <tbody> <tr> <td>2021:</td> <td>10.31%</td> <td>2.54%</td> <td>26.60%</td> </tr> <tr> <td>2022:</td> <td>12.32%</td> <td>4.27%</td> <td>25.84%</td> </tr> <tr> <td>2023:</td> <td>11.95%</td> <td>2.67%</td> <td>28.42%</td> </tr> </tbody> </table>							Non-Trad	4S1 Male	4S1 Female	2021:	39.00%	29.92%	60.95%	2022:	34.06%	18.88%	74.71%	2023:	32.19%	17.18%	84.62%		Non-Trad	3P1 Male	3P1 Female	2021:	10.31%	2.54%	26.60%	2022:	12.32%	4.27%	25.84%	2023:	11.95%	2.67%	28.42%
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2. Strategies to address need: Marketing of Non-Traditional Careers																																					
<p>Who: Perkins PS Coordinator</p> <p>Action: will collaborate with college marketing department on ways to utilize and implement targeted awareness of non-trad careers that can also be used at career explorative events/activities for both secondary and post-secondary. Strategies may include print and digital materials, social media outreach, and student testimonials.</p>																																					

Timeframe: throughout FY26

Funding Source: Post Secondary Perkins Reserves Funds

3. Measurable Outcomes (report results in next APR)

Action Verb: Increase awareness

Target Population: non-trad careers

Specific Result: various forms of marketing materials to use at secondary and postsecondary events/activities.

Timeframe: throughout FY26

NEED B: Collaboration on awareness of CTE opportunities for all students	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Need: A stronger awareness of CTE programs being offered at the secondary level is needed for districts that do not currently have a career pathway model.</p> <p>Current Condition: There seems to be a disconnect between CTE programs at the secondary level and how they can lead into career pathways for all students—including special populations.</p> <p>Data/Source: CTE teachers; surveys, parent surveys and feedback from advisory committee members.</p>					
2. Strategies to address need: Highlight CTE Coursework and Pathways at Career Events/Activities					
<p>Who: Secondary and PS coordinators and secondary counselors</p> <p>Action: Collaborate on a flyer to be used at all consortium career events or career activities showing possible CTE coursework to take at the secondary level and better identify career pathways. Identification of non-trad careers would be included.</p> <p>Timeframe Fall of 2025</p> <p>Funding Source: College-funded</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Action Verb: Flyer designed</p> <p>Target Population: Grades 7-12</p> <p>Specific Result: Secondary counselors review pathway information at Runestone Counselors meeting and discuss how to share out to all students and talking to students about options.</p> <p>Timeframe: January –June 2026</p>					

4. Provide additional narrative to address the following:

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

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

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

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

Our consortium offers camps such as Hands on Manufacturing Camp, National Fluid Power Association Action Challenge, Cyber Security Camp, Scrubs Camp to provide an opportunity for all interested students to have exposure to some high-skill, high-wage and in-demand occupations, whether it is a non-trad field for them or not. Students take part in hand-on activities to give them a snapshot experience of what it would be like if they were to go into these career fields. Recommended high school courses and educational requirements are a part of these events, giving students an idea of what they need to do to better prepare for these types of careers.

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

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

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

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

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

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

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

Additional strategic materials to be aligned with Strategic Enrollment Management:

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

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

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

- *Student Success Coaches*
- *Veteran’s Center*
- *Intercultural Center*
- *Transfer and Advising Center*
- *Student Support Services*
- *Lunch and Learn sessions*
- *Inclusion Network*
- *Customized Training Center for incumbent workers*

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

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

Education partnership:

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

Narrative 6: Work-Based Learning

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

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?

3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A: Support pathway to CTE licensure and WBL endorsement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: Support is needed for secondary teachers still on Out of Field Permissions who are looking to obtain their CTE WBL endorsement.</p> <p>Current Condition: With the shortage of secondary CTE teachers, and teachers moving from one school over to another school, we have seen a growth in f Out of Field Permissions on new hires. Our consortium wants to support these teachers where we can in both their first years of teaching and as they work towards their CTE licensure and WBL endorsements. Some of our current CTE teachers wish to add a work-based learning course within their program.</p> <p>Data/Source: Spreadsheet on current CTE licenses within district members in consortium</p> <p>Funding Source: Secondary Perkins Basic Funding – Narrative 8</p>					
2. Strategies to address need: Professional Development Support for WBL					
<p>Who: Secondary teachers looking to obtain their add work-based learning endorsement to their license.</p> <p>Action: Will inform secondary teachers of the benefit to obtain ther work-based learning endorsement and facilitate professional development for those new to work-based learning, or for professional development provided by Lakes Country's Teacher Alternative Prep.</p> <p>Timeframe Ongoing</p> <p>Funding Source: Secondary Perkins Basic Funding—Narrative 8</p>					
3. Measurable Outcomes (report results in next APR)					
<p>Action Verb: Increase</p> <p>Target Population: Secondary CTE teachers</p> <p>Specific Result: with work-based learning endorsements</p> <p>Degree of Change: from 19 to 23</p> <p>Timeframe: Fall 2026</p>					

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

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

In FY25, we went from eleven (11) secondary teachers within our consortium who held a 160000 endorsement to nineteen (19). We have several other teachers who have expressed interest in pursuing the WBL endorsement. Data shows that our SDLP for S53 (Program Quality: Work-based Learning) has increased over the past four years:

- *FY21--18.85%*
- *FY22--21.74%*
- *FY23--24.44%*
- *FY24-- 24.94%*

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

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

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

Alexandria Technical and Technical Community College students enrolled in CTE programming are also active in collegiate student organizations. They always show strong participation in competitions at the local, state, and national level in Skills USA, DECA, Advertising Federation, Behind the Mask welding competition, National Kitchen and Bath Association. Secondary CTE students are active in student organizations: FFA, FCCLA, DECA, and BPA. ATCC students, as

well as secondary students, are provided opportunities for leadership and civic service within these student organizations.

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

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A: Dual Enrollment	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
Need: CTE courses to offer college credit through articulation agreements or through concurrent.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Condition: Articulation agreements need ongoing reviewing and updating. Concurrent within CTE programming is happening, but not that many. Online College in the High School continues to look at CTE offerings for those districts that are short on teachers within CTE programming.					
Data/Source: www.ctecreditmn.org ; PSEO department at the college; https://www.ochs.education/s/					
2. Strategies to address need: Articulation Agreements, Concurrent Enrollment and Online College in the High School					
Who: Post-secondary coordinator, Director of K-12 Initiatives and Distance MN					
Action: Connect with secondary CTE teachers to review and update articulation agreements on the www.ctecreditmn.org website, and work on possible new agreements. Review possible CTE courses in high schools that can be offered as concurrent and where secondary CTE teachers credentialed to teach concurrently and would like to be able to offer in their programs. Review Online College in the High School for CTE offerings for possible increase in courses offered.					
Timeframe Throughout FY26 grant year					
Funding Source: PS Perkins Basic Funding—Narrative 7					

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

Action Verb: Increase

Target Population: Dual CTE course offerings

Specific Result: See growth in credits earned in dual enrollment

Timeframe: Throughout FY26 grant year.

1. Provide additional narrative to address the following:

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

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

For secondary CTE courses that do not qualify for concurrent, the college has worked with high schools to set up articulation for college credit agreements. This is an area that will be a priority in FY25 as we need to ramp up what we have showing as current articulation agreements on the <https://ctecreditmn.com> website.

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

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

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

Narrative 8: Support to Professionals

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

1234

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

NEED A: Effective Advisory Committees	This Need is in Element(s):				
5. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: Better understanding of best practices for quality CTE advisory committees at secondary</p> <p>Current Condition: Some secondary CTE teachers struggle with the purpose of a quality CTE advisory committee, or even what makes a quality advisory committee. The new secondary Perkins V coordinator is new to Career and Tech Ed and has a need for understanding in this area.</p> <p>Data/Source: Questions from some CTE teachers regarding the purpose of CTE advisory committees. Also, the new secondary Perkins V coordinator has little background and knowledge of CTE and Perkins V.</p>					
6. Strategies to address need: Provide Secondary CTE Teachers PD on Effective Advisory Committees					
<p>Who: New secondary Perkins coordinator and secondary CTE teachers</p> <p>Action: will be supported through Perkins funding to attend available professional development around CTE Advisory Committees and best practices</p> <p>Timeframe: Throughout FY26 grant year</p> <p>Funding Source: Perkins Secondary Basic—Narrative 8</p>					
7. Measurable Outcomes (report results in next APR):					
<p>Action Verb: Attend and provide feedback</p> <p>Target Population: New secondary Perkins coordinator and secondary CTE teachers</p> <p>Specific Result: Utilize the training completed by the new Secondary Perkins Coordinator and secondary CTE teachers to establish twice-a-year meetings and improve the agenda-setting of CTE advisory committees.</p> <p>Timeframe: By Spring 2026</p>					

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

Need: To facilitate participation in professional conferences, workshops and trainings tailored to the specific needs of CTE professionals

Current Condition: When the secondary CTE teachers were surveyed, 67% stated that they felt their districts supported them with professional development. 33% stated they needed more support in this area. On the secondary CTE teachers survey of needs, most all stated specific professional development opportunities they would like to attend, or wish to see our consortium offer.

The CTE faculty surveyed at the college stated this was one area they definitely felt supported by the institute. They see the need for the secondary CTE teachers to participate in quality training and are willing to be “train the trainers” with the secondary CTE.

Data/Source: CLNA surveys for teachers; CTE Survey Needs completed each spring

2. Strategies to address need: Support Professional Development for CTE

Who: Perkins coordinators and college CTE faculty

Action: will identify, support and/or provide professional development opportunities that meet consortium priorities and specific needs of secondary and post-secondary CTE staff, instructors and faculty. Stipends to college CTE faculty who provide train the trainer opportunities to secondary CTE teachers.

Timeframe Throughout the FY26 grant year

Funding Source: Perkins Basic funding—Narrative 8—Both secondary and post-secondary

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

Action Verb: Provide professional development opportunities

Target Population: for secondary CTE instructors

Specific Result: leading to content or skills incorporated into curriculum based on feedback collected for the APR FY27.

Timeframe: Ongoing

NEED C: Support pathway to CTE licensure and WBL endorsement	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"/>
Need: Support is needed for secondary teachers still on Out of Field Permissions who are looking to obtain their CTE WBL endorsement.					
Current Condition: With the shortage of secondary CTE teachers, and teachers moving from one school over to another school, we have seen a growth of Out of Field Permissions on new hires. Our consortium wants to support these teachers where we can in both their first years of teaching and as they work towards their CTE licensure and WBL endorsements. Some of our current CTE teachers wish to add a work-based learning course within their program.					
Data/Source: Spreadsheet on current CTE licenses within district members in consortium					
2. Strategies to address need: Professional Development for New CTE Teachers					
Who: Secondary teachers looking to obtain their add work-based learning endorsement to their license.					

Action: Will inform secondary teachers of the benefit to obtain their work-based learning endorsement and facilitate professional development for those new to work-based learning, or for professional development provided by Lakes Country's Teacher Alternative Prep.

Timeframe Ongoing

Funding Source: Secondary Perkins Basic Funding—Narrative 8

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

Action Verb: Increase

Target Population: Secondary CTE teachers

Specific Result: with work-based learning endorsements

Degree of Change: from 19 to 23

Timeframe: Fall 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.
 - b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

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

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

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

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

Narrative 9: Performance Gaps

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

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

NEED A: 2S2: Math Proficiency	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: 2S2 Math stops declining and begins to increase.</p> <p>Current Condition: While our consortium has met our SDPL the past three years, there has been a slight declined each year:</p> <p>Data/Source: <u>2S2:Math</u> 2021: 36.96% 2022: 37.85% 2023: 34.16% The subgroups show lower performance with Black and Hispanic, Special Education, Economic Disadvantaged and Non-traditional.</p>					
2. Strategies to address need: Support PD around 2S2 Math Proficiency					
Who: Secondary CTE teachers					

Action: will be supported through Perkins funding to attend available professional development that centers around embedding basic math calculations into CTE curriculum.

Timeframe: Throughout the FY26

Funding Source: Secondary Perkins Reserves Funds—Narrative 11

3. Measurable Outcomes (report results in next APR)

Action Verb: Maintain or increase

Target Population: CTE student performance in 2S2 Math

Degree of Change: Consortium performance will show improvement

Timeframe: FY27 Pfile data

NEED B: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment	This Need is in Element(s):																				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5																
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																
Need: SDPL in 4S1 and 3P1 Non-Trad needs to increase, not continue to decline.																					
Current Condition: While our consortium has met our SDPL the past three years, there has been a slight decline each year in 4S1 and 3P1 Non-Trad. Looking deeper into the data, it is shows to be way lower for males than females at both secondary and post-secondary.																					
Data/Source:																					
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2023:	11.95%	2.67%	28.42%																		
2. Strategies to address need: Marketing of Non-Traditional Careers																					
Who: Perkins coordinators																					
Action: will collaborate with college marketing department on ways to utilize and implement targeted awareness of non-trad careers that can also be used at career explorative events/activities for both secondary and post-secondary. Strategies may include print and digital materials, social media outreach, and student testimonials.																					
Timeframe: throughout FY26																					
Funding Source: Perkins Reserves Funding—Narrative 11—Both secondary and PS																					
3. Measurable Outcomes (report results in next APR)																					
Action Verb: Increase awareness																					
Target Population: non-trad careers																					
Specific Result: various forms of marketing materials to use at secondary and postsecondary events/activities.																					

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

- a. What specific student group(s) were identified as having significant disparities or performance gaps? **Already noted in table above.**
- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?
See Narrative 11

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: Professional Development on Perkins and Career and Technical Education	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: Professional development opportunities for the new secondary and post-secondary coordinators</p> <p>Current Condition: With the transition of the two new coordinators taking over the duties due to the retirement of the former person who oversaw both secondary and post-secondary, there is a learning curve for this coming year for both Perkins V and Programs of Study and all things CTE.</p>					
2. Strategies to address need: Work with Districts on Understanding Performance Indicators and Pfile Importance					
<p>Who: Secondary and Post-secondary Perkins Consortium Coordinators</p> <p>Action: Will attend professional development for CTE, such as (but not limited to) ACTE Vision Conference 2025, Regional coordinators meetings, CTE Networking meetings</p> <p>Timeframe Ongoing</p> <p>Funding Source: Perkins Basic Funding --Narrative 10—Both Secondary and PS</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Action Verb: attend available professional development around CTE and Perkins</p> <p>Target Population: Secondary and Post-secondary Perkins Consortium Coordinators</p>					

Specific Result: Will grow in their understanding of the role and responsibilities of managing Perkins work to be able to better serve the consortium partnership

Timeframe: for this fiscal year and ongoing

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

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

Advisory Team consists of 11 representatives.

Representatives – Post Secondary

Alexandria Technical and Community College (ATCC) Vice President (1)
ATCC Dean of Educational Services (4)

Representatives – Secondary

Principals from each of the member districts:

Alexandria Area High School
Brandon-Evansville High School
Minnewaska Area High School
Osakis High School
Parkers Prairie High School
Sauk Centre High School

Executive Team consists of 5 representatives

Post-secondary: fiscal agent, Perkins V grant administrator, and grant coordinator (3)

Secondary: fiscal agent and grant coordinator (2)

The Perkins Coordinators will work closely with the fiscal agents to monitor the budget and spending of the funds as allocated in the grant application.

The secondary coordinator will work with Dist. 206 Business Manager. As invoices from districts or reimbursement forms are submitted, the secondary coordinator approves by coding the correct UFARS FIN (secondary) and then submits to Dist. 206 Business Manager for a signature.

When submitting invoices and reimbursement forms to District 206 Business Manager, a listing accompanies that explains:

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

This then is for reference when presenting the report to the Runestone Area Ed District Board each month.

The postsecondary coordinator works with the college's CFO. When invoices are to be paid, the postsecondary coordinator approves and codes with the cost center. A secondary signature is provided by Dean of Ed Services/Academic & Student Affairs--PS Perkins Administrator and then submitted to the college's business office.

With the retirement of the former person who was Perkins coordinator for both secondary and post-secondary, the consortium leadership has decided to have this position split into two. There will be one for secondary Perkins and then another for post-secondary. The secondary coordinator will also have the duties of Executive Director of Runestone Area Ed District. The PS coordinator will also be the Career and Tech Ed Specialist and work with within the PSEO department at the college. The two coordinators will meet throughout the year to collaborate and work through the various duties assigned with regards to Perkins V. A document of the processes of the Runestone Consortium has been put together and followed by the two new coordinators. This document will be submitted with the grant FY26.

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

Narrative 11: Reserve Funds

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

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

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

NEED A: 2S2: Math Proficiency	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: 2S2 Math stops declining and begins to increase.</p> <p>Current Condition: While our consortium has met our SDPL the past three years, there has been a slight decline each year:</p> <p>Data/Source: <u>2S2:Math</u> 2021: 36.96% 2022: 37.85% 2023: 34.16% The subgroups show lower performance with Black and Hispanic, Special Education, Economic Disadvantaged and Non-traditional.</p>					
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need: Support PD around 2S2 Math Proficiency					
<p>Who: Secondary CTE teachers</p> <p>Action: will be supported through Perkins funding to attend available professional development that centers around embedding basic math calculations into CTE curriculum.</p> <p>Timeframe: Throughout the FY26</p> <p>Funding Source: Secondary Perkins Reserves Funds—Narrative 11</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Action Verb: Maintain or increase</p> <p>Target Population: CTE student performance in 2S2 Math</p> <p>Degree of Change: Consortium performance will show improvement</p> <p>Timeframe: FY27 Pfile data</p>					

NEED B: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment	This Need is in Element(s):																																				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>																																
<p>Need: SDPL in 4S1 and 3P1 Non-Trad needs to increase, not continue to decline.</p> <p>Current Condition: While our consortium has met our SDPL the past three years, there has been a slight decline each year in 4S1 and 3P1 Non-Trad. Looking deeper into the data, it is shows to be way lower for males than females at both secondary and post-secondary.</p> <p>Data/Source:</p> <table border="1"> <thead> <tr> <th></th> <th>Non-Trad</th> <th>4S1 Male</th> <th>4S1 Female</th> </tr> </thead> <tbody> <tr> <td>2021:</td> <td>39.00%</td> <td>29.92%</td> <td>60.95%</td> </tr> <tr> <td>2022:</td> <td>34.06%</td> <td>18.88%</td> <td>74.71%</td> </tr> <tr> <td>2023:</td> <td>32.19%</td> <td>17.18%</td> <td>84.62%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Non-Trad</th> <th>3P1 Male</th> <th>3P1 Female</th> </tr> </thead> <tbody> <tr> <td>2021:</td> <td>10.31%</td> <td>2.54%</td> <td>26.60%</td> </tr> <tr> <td>2022:</td> <td>12.32%</td> <td>4.27%</td> <td>25.84%</td> </tr> <tr> <td>2023:</td> <td>11.95%</td> <td>2.67%</td> <td>28.42%</td> </tr> </tbody> </table>							Non-Trad	4S1 Male	4S1 Female	2021:	39.00%	29.92%	60.95%	2022:	34.06%	18.88%	74.71%	2023:	32.19%	17.18%	84.62%		Non-Trad	3P1 Male	3P1 Female	2021:	10.31%	2.54%	26.60%	2022:	12.32%	4.27%	25.84%	2023:	11.95%	2.67%	28.42%
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Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs																																					
2. Strategies to address need: Marketing of Non-Traditional Careers																																					
<p>Who: Perkins PS Coordinator</p> <p>Action: will collaborate with college marketing department on ways to utilize and implement targeted awareness of non-trad careers that can also be used at career explorative events/activities for both secondary and post-secondary. Strategies may include print and digital materials, social media outreach, and student testimonials.</p> <p>Timeframe: throughout FY26</p> <p>Funding Source: Post Secondary Perkins Reserves Funds</p>																																					
3. Measurable Outcomes (report results in next APR):																																					
<p>Action Verb: Increase awareness</p> <p>Target Population: non-trad careers</p> <p>Specific Result: various forms of marketing materials to use at secondary and postsecondary events/activities.</p> <p>Timeframe: throughout FY26</p>																																					

NEED C: Professional Development	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: To facilitate participation in professional conferences and trainings tailored to the specific needs of CTE professionals within Manufacturing programs</p> <p>Current Condition: When the secondary CTE teachers were surveyed, 67% stated that they felt their districts supported them with professional development. 33% stated they needed more support in this area. On the secondary CTE teachers survey of needs, most all stated specific professional development opportunities they would like to attend, or wish to see our consortium offer.</p>					

The CTE faculty surveyed at the college stated this was one area they definitely felt supported by the institute. They see the need for the secondary CTE teachers to participate in quality training and are willing to be “train the trainers’ with the secondary CTE.

Data/Source: CLNA surveys for teachers; CTE Survey Needs completed each spring

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

2. Strategies to address need: Support Professional Development for CTE in Manufacturing

Who: Perkins coordinators and college CTE faculty in manufacturing programs

Action: Support and/or provide professional development opportunities around manufacturing

Timeframe Throughout the FY26 grant year

Funding Source: Perkins Basic funding—Narrative 11—Both secondary and post-secondary

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

Action Verb: Attend quality professional development

Target Population: CTE instructors of manufacturing programs

Specific Result: Feedback for the APR FY26 from instructors indicating how they are going to use what they have learned.

Timeframe: Ongoing

NEED D: Equipment	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need: Maintain or upgrade shops and labs to match manufacturing industry standards and enhance/innovated learning for students.					
Current Condition: 50% of CTE teachers at secondary stated additional support for equipment was needed to reflect current workplace, industry and/or occupational practices and requirements. 46% of the faculty at the college stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation					
Data/Source: CTE teachers and faculty surveyed for the CLNA, along with suggestions from their CTE advisory members. In addition, local (NW MN) labor market data shows high demand in Manufacturing careers.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need: Support Equipment for Manufacturing POS Improvement					
Who: CTE faculty at secondary and post-secondary and Perkins Advisory Committee					
Action: Equipment needs identified from <i>Secondary CTE Survey of Needs</i> for Manufacturing programs and reviewed by Perkins Advisory Committee. Items approved will be listed in the grant secondary budget narrative. Approved post-secondary equipment requests within Manufacturing programs still to be identified and approved for purchase by the Perkins Advisory Committee.					

Timeframe: Spring 2025 (CTE Survey of Needs submitted) and purchased by March 2026

Funding Source: Perkins Reserve Funding--Narrative 11--Both secondary and post-secondary

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

Action Verb: Equipment purchased

Target Population: Identified Manufacturing program

Specific Result: to keep with industry standards

Timeframe: Completed by March 31, 2026

4. Provide additional narrative to address the following:

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

2S2 Math Proficiency

4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment

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

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

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

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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

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

Consortium Name:	Runestone
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Purpose of the CLNA Results and Priorities

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

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

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

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

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

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

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

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

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special 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.
- Please indicate the key partners involved in the completion of this needs assessment:

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

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

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.*

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

Other partners consulted:

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

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)
 2 = Programs of Study (POS)
 3 = Workforce Innovation Opportunity Act (WIOA)
 4 = Integrated Academic & Technical Skills (Skills)

5 = Special Populations (Pops)
 6 = Work-based Learning (WBL)
 7 = Early Postsecondary Credit Opportunities (PS)
 8 = Support to Professionals (Prof)

9 = Performance Gaps (Gaps)
 10 = Consortium Governance (Gov)
 11 = Reserve Funds (Res)

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res

Prioritized Needs / Barriers:	Narratives to Address the Need										
Element 1: Student Performance of Required Performance Indicators											
Need A: 2S2: Math Proficiency				X					X		X
Need B: 4S1 Nontraditional Concentration and 3P1 Nontraditional Enrollment					X				X		X
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need B: Business and Industry partnerships			X								
Need C: Equipment		X									X
Need D: Dual Enrollment							X				
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Equipment		X									X
Need B: Effective advisory committees		X						X			
Need C: Business and Industry partnerships			X								
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Professional development								X			X
Need B: Support pathway to CTE licensure and WBL endorsement						X		X			
Need C: Professional Development on Perkins and Career and Technical Education										X	
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Collaboration on awareness of CTE opportunities for all students					X						

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

PRIORITIZED NEEDS

Element 1: Student Performance on Required Performance Indicators

E1-Need A: **2S2: Math Proficiency**

Need: 2S2 Math stops declining and begins to increase.

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

Data/Source:

2S2:Math

2021: 36.96%

2022: 37.85%

2023: 34.16%

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

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

Need: SDPL in 4S1 and 3P1 Non-Trad needs to increase, not continue to decline.

Current Condition: While our consortium has met our SDPL the past three years, there has been a slight decline each year in 4S1 and 3P1 Non-Trad. Looking deeper into the data, there are fewer males showing in non-trad than females at both secondary and post-secondary.

Data/Source:

	<u>Non-Trad</u>	<u>4S1 Male</u>	<u>4S1 Female</u>
2021:	39.00%	29.92%	60.95%
2022:	34.06%	18.88%	74.71%
2023:	32.19%	17.18%	84.62%

	<u>Non-Trad</u>	<u>3P1 Male</u>	<u>3P1 Female</u>
2021:	10.31%	2.54%	26.60%
2022:	12.32%	4.27%	25.84%
2023:	11.95%	2.67%	28.42%

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: **Business and Industry Partnerships**

Need: Keep business/industry and workforce agencies in our regional area involved in our CTE programs and career explorative events.

Current Condition: Regional business and industry are involved in various ways—such as presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, or judges at local career related competitions. Workforce agencies involved in careers fairs, explorative career events, and work with our college counseling and admissions.

Data/Source: Advisory committee minutes at both secondary and post-secondary state business & industry's desire to be involved and have that connection with students so they can share the career opportunities in our region and grow the pipeline within our region. Career Force Center and Alexandria Area Economic Development Commission involved to assist with growing the pipeline

E2-Need B: **Equipment**

Need: Maintain or upgrade shops and labs to match business and industry standards and enhance/innovated learning for students.

Current Condition: 50% of CTE teachers at secondary stated additional support for equipment was needed to reflect current workplace, industry and/or occupational practices and requirements. 46% of the faculty at the college stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation

Data/Source: CTE teachers and faculty surveyed for the CLNA, along with suggestions from their CTE advisory members. In addition, local (NW MN) labor market data shows high demand in Machinists, Welders, Fabrication, Carpenters, Mechanics (automotive and heavy equipment), Childcare Workers, Teachers, Landscapers. In central MN there is growth in Veterinary Technologists & Technicians.

E2-Need C: **Dual Enrollment**

Need: CTE courses to offer college credit through articulation agreements or through concurrent.

Current Condition: Articulation agreements need ongoing reviewing and updating. Concurrent within CTE programming is happening, but not that many. Online College in the High School continues to look at CTE offerings for those districts that are short on teachers within CTE programming.

Data/Source: www.ctecreditmn.org ; PSEO department at the college; <https://www.ochs.education/s/>

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

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

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

PRIORITIZED NEEDS

Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A: **Equipment**

Need: Maintain or upgrade shops and labs to match business and industry standards and enhance/innovated learning for students.

Current Condition: 50% of CTE teachers at secondary stated additional support for equipment was needed to reflect current workplace, industry and/or occupational practices and requirements. 46% of the faculty at the college stated that they could use additional support in the way of equipment within their shops/labs to maintain the industry standards and better prepare students for employment after graduation

Data/Source: CTE teachers and faculty surveyed for the CLNA, along with suggestions from their CTE advisory members. In addition, local (NW MN) labor market data shows high demand in Machinists, Welders, Fabrication, Carpenters, Mechanics (automotive and heavy equipment), Childcare Workers, Teachers, Landscapers. In central MN there is growth in Veterinary Technologists & Technicians.

E3-Need B: **Effective Advisory Committees**

Need: Better understanding of best practices for quality CTE advisory committees at secondary

Current Condition: Some secondary CTE teachers struggle with the purpose of a quality CTE advisory committee, or even what makes a quality advisory committee. The new secondary Perkins V coordinator is new to Career and Tech Ed and has a need for understanding in this area.

Data/Source: Questions from some CTE teachers regarding the purpose of CTE advisory committees. Also, the new secondary Perkins V coordinator has little background and knowledge of CTE and Perkins V.

E3-Need C: **Business & Industry Partnerships**

Need: Keep business/industry and workforce agencies in our regional area involved in our CTE programs and career explorative events.

Current Condition: Regional business and industry are involved in various ways—such as presenters in the classroom, mentors, job shadowing, work-based learning sites, internships, advisory committee members, careers fairs, career explorative events, or judges at local career related competitions. Workforce agencies involved in careers fairs, explorative career events, and work with our college counseling and admissions.

Data/Source: Advisory committee minutes at both secondary and post-secondary state business & industry's desire to be involved and have that connection with students so they can share the career opportunities in our region and grow the pipeline within our region. Career Force Center and Alexandria Area Economic Development Commission involved to assist with growing the pipeline

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

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

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

PRIORITIZED NEEDS

Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

E4-Need A: **Professional Development**

Need: To facilitate participation in professional conferences, workshops and trainings tailored to the specific needs of CTE professionals

Current Condition: When the secondary CTE teachers were surveyed, 67% stated that they felt their districts supported them with professional development. 33% stated they needed more support in this area. On the secondary CTE teachers survey of needs, most all stated specific professional development opportunities they would like to attend, or wish to see our consortium offer.

The CTE faculty surveyed at the college stated this was one area they definitely felt supported by the institute. They see the need for the secondary CTE teachers to participate in quality training and are willing to be “train the trainers” with the secondary CTE.

Data/Source: CLNA surveys for teachers; CTE Survey Needs completed each spring

E4-Need B: **Support pathway to CTE licensure and WBL endorsement**

Need: Support is needed for secondary teachers still on Out of Field Permissions who are looking to obtain their CTE WBL endorsement.

Current Condition: With the shortage of secondary CTE teachers, and teachers moving from one school over to another school, we have seen a growth of Out of Field Permissions on new hires. Our consortium wants to support these teachers where we can in both their first years of teaching and as they work towards their CTE licensure and WBL endorsements. Some of our current CTE teachers wish to add a work-based learning course within their program.

Data/Source: Spreadsheet on current CTE licenses within district members in consortium

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:	Collaboration on awareness of CTE opportunities for all students
Need: A stronger awareness of CTE programs being offered at the secondary level is needed for districts that do not currently have a career pathway model.	
Current Condition: There seems to be a disconnect between CTE programs at the secondary level and how they can lead into career pathways for all students—including special populations.	
Data/Source: CTE teachers; surveys, parent surveys and feedback from advisory committee members.	

**Perkins V Funded Equipment Purchases
Runestone -- School Year 2024-2025**

School District	CTE Teacher	Item	No of Item	Cost Per Item	Perkins Total	Request Sent	Approved	MDE Approval #	Inventory Tag
Minnewaska	Karna Palmer	10.2 inch ipad, plus Square stand and Square Device Reader	1	\$967.00	\$967.00	8/5/2024	8/5/2024	Consortium approved	1171
Alexandria	Ronda Kent	KitchenAid Mixer Accessory	8	\$69.99	\$559.92	10/14/2024	11/4/2024	Consortium approved	1181-1188
Sauk Centre	Kari Warring	RealCare Baby Accessory Pkg (Infant car seat/carrier; diaper bag; receiving blanket)	5	\$299.00	\$1,495.00	10/14/2024	11/1/2024	Consortium approved	1191-1195
Sauk Centre	Kari Warring	RealCare Baby--3 Baby with 5 year warranty	1	\$950.00	\$950.00	10/14/2024	11/1/2024	m approved	1172-1176
Alexandria	Matt Zimmermann	SquareWave TIG 200 TIG Welder 120-230 V 200 AMP	2	\$2,599.00	\$5,198.00	2/12/2025	2/12/2025	25-17-100	1236/1237
Alexandria	Riley Goracke	Grizzly G1-35 1-1/2 HP Shaper	3	\$931.50	\$2,794.50	2/21/2025	2/21/2025	25-17-101	1239/1240 /1244
Alexandria	Riley Goracke	Grizzly T10460 11-1/2" Panel Shaping Jig	1	\$1,799.00	\$1,799.00	2/21/2025	2/21/2025	25-17-101	1241
Alexandria	Riley Goracke	Grizzly T10462 16" Panel Shaping Jig	1	\$2,025.00	\$2,025.00	2/21/2025	2/21/2025	25-17-101	1242
Alexandria	Riley Goracke	Grizzly G4176 1/4 HP Power Feeder	1	\$652.50	\$652.50	2/21/2025	2/21/2025	25-17-101	1243
Alexandria	Austin Aker	Evolution 355MCS 14" Mitering Chop Saw/Heavy Duty/Metal Cutting	1	\$849.00	\$849.00	2/26/2025	3/6/2025	Consortium approved	1238
Sauk Centre	Jake Fischer	MW37C Metal Compact 27" x 1K Widebelt Sander --10 HP 220V/1PH/60HZ	1	\$16,538.12	\$12,500.00	3/12/2025	3/18/2025	25/17/102	1207
Post Secondary Equipment									
Machine Tool	Upgrade to Lab/Shop	Kent Manual Surface Grinder, Model KGS-616S	1	\$15,850.00	\$15,850.00	Approved by Minnesota State CTE			1221

Perkins V Funded Equipment Purchases
Runestone -- School Year 2024-2025

Machine Tool	Upgrade to Lab/Shop	Sharp Model LMV-50 Vertical Turret Milling Machine	1	\$21,253.00	\$21,253.00	Approved by Minnesota State CTE			1222
Machine Tool	Upgrade to Lab/Shop	Bambu Lab X1E 3D Printer	1	\$3,103.45	\$3,103.45				1245
Machine Tool	Upgrade to Lab/Shop	Heat Treat Oven	1	\$5,545.00	\$5,545.00				1223

**Perkins V Funded Equipment Purchases
Runestone -- School Year 2023-2024**

School District	CTE Teacher	Item	No of Item	Cost Per Item	Perkins Total	Request Sent	Approved	MDE Approval #	Inventory Tag
Sauk Centre	Trades & Industry-- Doug Lee	Spectra Precision Laser Level	1	\$935.00	\$935.00	8/10/2024	9/5/2024	Consortium approved	1196
Sauk Centre	Trades & Industry-- Doug Lee	Laswer Receiver	2	\$250.00	\$500.00	8/10/2024	9/5/2024	Consortium approved	1197/1198
Parkers Prairie	AFNR--Grace Ruckheim	Welding Helmets	12	\$139.83	\$1,678.00	12/5/2024	12/5/2025	Consortium approved	1224 - 1235
Sauk Centre	Trades & Industry-- Jacob Fischer	Byte Speed Flight Simulator (set of 3)	1	\$2,699.00	\$2,699.00	12/11/2023	12/11/2023	24-17-100	1177/117 9/1180
Sauk Centre	Trades & Industry-- Jacob Fischer	Simulator P3 with SFU with monitor mount	1	\$5,702.00	\$5,702.00	3/28/2024	3/28/2024	23-17-101	1178
Runestone Consortium	Districts listed next 4 lines	Dell CTE 3580 IF-1240 P 256 8 W11P Laptops	9	\$1,675.00	\$15,075.00	4/15/2024	4/15/2024	24-17-102	tag #s below
	Brandon/Evansville	Dell CTE 3580 IF-1240 P 256 8 W11P Laptops	3						1204-1206
	Minnewaska	Dell CTE 3580 IF-1240 P 256 8 W11P Laptops	1						1200
	Parkers Prairie	Dell CTE 3580 IF-1240 P 256 8 W11P Laptops	2						1208/1209
	Sauk Centre	Dell CTE 3580 IF-1240 P 256 8 W11P Laptops	3						1210-1212
Post Secondary Equipment									
Welding	Expansion of Lab/Shop	MicroAir Source Capture Ventilation Arms	8	\$2,219.49	\$17,755.92	Rellocation Approved			1256-1263
Welding	Expansion of Lab/Shop	Aspect 230 AC/DC Welder	1	\$7,452.00	\$7,452.00				1264
Welding	Expansion of Lab/Shop	ET 301i AC/DC EF TIG Welder	1	\$7,126.23	\$7,126.23				1265

**Perkins V Funded Equipment Purchases
Runestone -- School Year 2022-2023**

School District	CTE Teacher	Item	No of Item	Cost Per Item	Perkins Total	Request Sent	Approved	MDE Approval #	Inventory Tag
Alexandria	AFNR--Linnay Schweisthal/Jeff Pokorney	Cool Bot Walk In Cooler	1	\$7,816.19	\$7,816.19	7/13/2022	7/26/2022	23-17-100	1150
Brandon-Evansville	AFNR--Alicia Meissner/Adam Steege	KAKA 3-in 1/5216 52" Shear Brake Roll Machine	1	\$2,879.99	\$2,879.99	9/9/2022	9/13/2022	23-17-101	1154
Osakis	AFNR--Hailey Nierling	Partial funding for 5 x 10 Star Lab CNC System	1	\$11,099.00	\$11,099.00	9/22/2022	9/30/2022	23-17-102	1168
Sauk Centre	FCS--Kari Warring	Henckels Prmium Quality 15-Knife Sets with Block	6	\$129.99	\$779.94	11/21/2022	11/21/2022	Consortium approved	1248-1250 1218-1220
Minnewaska	Trades & AFNR--Steve Entzi & Nick Milbrandt	Jet 17" Drill Press	1	\$1,299.99	\$1,299.99	4/13/2023	4/14/2023	23-17-103	1215
Minnewaska	Trades & AFNR--Steve Entzi & Nick Milbrandt	Jet JWBS-140 Xprog 14" deluxe Pro Bandsaw	1	\$1,099.99	\$1,099.99	4/14/2023	4/14/2023	23-17-104	1216
Alexandria	Trades--Matt Zimmerman	4 x 8 Star Lab CNC system and Hyperthem Sync *85	1	\$21,849.00	\$21,849.00	4/17/2023	4/17/2023	23-17-104	1149
Post Secondary Equipment									
Diesel Mechanics	Braided with Leverage Equipment funds	Truck	1	\$5,000.00	\$5,000.00				1170
Diesel Mechanics	Braided with Leverage Equipment funds	Tractor	1	\$27,500.00	\$7,000.00				1246
Welding	Expansion of Lab/Shop	Power Wave 3000C	1	\$12,064.01	\$12,064.01				1247
Welding	Expansion of Lab/Shop	XMP 350 MPA wit S-74 MPS Plus Feeders	4	\$10,779.50	\$43,118.00				1251-1254

**Perkins V Funded Equipment Purchases
Runestone -- School Year 2021-2022**

School District	CTE Teacher	Item	No of Item	Cost Per Item	Perkins Total	Request Sent	Approved	MDE Approval #	Inventory Tag
Brandon-Evansville	FCS--Alicia Meissner	ReadlCare Baby 3 w/Detection Kit	2	\$1,013.00	\$2,132.30	9/10/2021	10/1/2021	22-20-101	1151/1152
Osakis	Trades--Kyle Kostrzewski	Axiom CNC Router	1	\$9,765.00	\$9,765.00	3/17/2022	3/21/2022	22-20-102	1171
Minnewaska	Trades--Steve Entzi	TSM-22 Screw Pocket Machine	1	\$4,309.15	\$4,309.15	3/29/2022	3/26/2022	22-20-103	1214
Sauk Centre	Trades--Jacob Fischer	P235 P-Series Lasers	1	\$11,320.00	\$7,700.00	3/31/2022	3/31/2022	22-20-104	1173
Post Secondary Equipment									
Ophthalmic Medical Tech	New Program Start up	Phoropter (Minus Cyl) Gen B.	1	\$4,000.00	\$4,000.00		Reallocation approval		1168
Ophthalmic Medical Tech	New Program Start up	Tono-Pen Avia (Reichert)	1	\$4,740.00	\$4,740.00		Reallocation approval		1169
PowerSports		Polaris Sportsman 570 Trail ATV * Plaris Sportsman 850 Highlifter ATV	1	\$25,000.00	\$25,000.00				570--1190 850--1255

Perkins V Funded Equipment Purchases Runestone -- School Year 2020-2021

[illegible]

Perkins V Funded Equipment Purchases Runestone -- School Year 2019-2020

[illegible]

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:	\$72,288.04	\$24,636.65	\$96,924.69
Postsecondary Allocation:	\$160,936.41	\$24,636.65	\$185,573.06
Total Consortium Allocation:	\$233,224.45	\$49,273.30	\$282,497.75

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>

Runestone Narrative Funding--Secondary

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
143 Licensed Instructional Support Personnel	Secondary Coordination and Support for Basic Grant										\$20,000.00	\$20,000.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$20,000.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Regional Perkins Coordinators, state meetings and professional development as new coordinator										\$7,000.00	\$7,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Sub teacher pay and travel expenses for CTE teachers to attend professional development--to include support of WBL PD								\$10,000.00			\$10,000.00
366 Travel, Conventions and Conferences	Mileage and travel expense for CTE teachers to attend professional development--to include support of WBL PD								\$10,000.00			\$10,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Sub teacher pay, travel expense and support for career exploration events and activities			\$8,000.00								\$8,000.00
304 Federal Subawards and Subcontracts - Amount over \$25,000			\$14,538.04									\$14,538.04
	Support to CTE POS improvement with equipment purchases											
300's Services/Subawards	SUBTOTAL	\$0.00	\$14,538.04	\$8,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$7,000.00	\$49,538.04
430 Supplies and Materials - Non-Individualized Instructional	Supplemental supplies/materials for CTE programs		\$1,750.00									\$1,750.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$1,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,750.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$1,000.00	\$1,000.00
2024-2025 Proposed Budget		\$0.00	\$16,288.04	\$8,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$28,000.00	\$72,288.04

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

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

Runestone

Reserve Funding--Secondary

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Manufacturing	
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
366 Travel, Conventions and Conferences	Sub teacher or stipends and mileage for CTE professional development on improving performance gaps	\$7,000.00		\$7,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Professional development and/or equipment to improve the Manufacturing POS in consortium		\$17,636.65	\$17,636.65
300's Services/Subawards	SUBTOTAL	\$7,000.00	\$17,636.65	\$24,636.65
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		\$7,000.00	\$17,636.65	\$24,636.65

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

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

SECONDARY Narrative for Perkins V Application

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

Narrative 10: Salary for Secondary Perkins Coordinator position \$20,000 (143) (CLNA Element 1)

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

Narrative 2: Support of supplemental equipment purchases based on survey of needs by CTE teachers in Spring 2025: Pocket cutter machine, Clamping systems, 3D Printer, Direct to Screen print machine, Multiprocess Welder, Tube/Pipe bender, GPS Systems, Artificial Insemination Trainer, Drill Press, Metal Roller, Grow towers, Reality Works Animals (Dog, Cat, Animal Clinic), Reality Works Pregnancy Simulator and Fetal Development, Quints Infant Simulator, Paint Booth, Sliding table for table saw, Canon DSLR cameras, heated Pressure Washer, Tire Changer, Wheel Balancer Will use \$14,538.04 (304) (Plan narrative 2--CLNA Element 2 & 3)

Narrative 3: Sub teacher pay, travel expense and support for career exploration events and activities. To include but not limited to support for Grade 9 Expo, National Fluid Power Challenge, Hands on Mfg Camps, and Transportation & Manufacturing Tour Days. \$8,000.00 travel and event expenses (303) (Plan narrative 3—CLNA Element 2 & 3)

Narrative 8: Sub teacher pay and/or travel expenses for CTE teachers to attend professional development--to include support of WBL PD as needed. \$10,000.00 (303) and \$10,000.00 for mileage and travel expense (366) (Plan narrative 8—CLNA Element 4)

Narrative 10: New Secondary Consortium Coordination reimbursements to attend regional and state meetings and professional development. \$7,000 (303) (Plan narrative 10)

SECONDARY Narrative for Perkins V Application

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

Narrative 2: Support of pilot supplemental materials used in Business program \$1,750.00 (430) (Plan narrative 2)

Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

Not applicable

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.

Narrative 10: Secondary Indirect Administrative costs for general operations. \$1,000 (895) (Plan narrative 10)

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

Narrative 11 -- Professional development and/or equipment to improve the Manufacturing POS in consortium \$17,636.65 (303). Equipment would be for Manufacturing programs mentioned in Basic, but not fully covered by Basic funding.(303) (Plan narrative 11--CLNA Element 2 &3)

Narrative 11 -- Sub teacher and/or travel expense for professional development on improving performance gaps. \$7,000 (303) (Plan narrative 11--CLNA Element 1)

Runestone

Narrative Funding--Postsecondary

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Coordinator Salary	Postsecondary coordination and support for Basic Grant										\$62,506.62	\$62,506.62
Director of K-12 Initiatives	Parital support for this position							\$36,291.00				\$36,291.00
CTE Faculty	Stipends for faculty participation in HS CTE Explore, Sneak a Peek, and student summer camps.			\$20,000.00								\$20,000.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$36,291.00	\$0.00	\$0.00	\$62,506.62	\$118,797.62
Support of Equipment	Manufacturing and Transportation		\$21,296.79									\$21,296.79
Equipment	SUBTOTAL	\$0.00	\$21,296.79	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,296.79
Support	Hands on Manufacturing, GenCyber and Scrubs Camps, NFPA Fluid Power Challenge, Sneak a Peek and HS Teachers Trainings			\$7,000.00					\$5,000.00			\$12,000.00
Travel	Regional Perkins Coorindators meetings and professional development as new coordinator										\$7,000.00	\$7,000.00
Articulation Agreement expense	Share of website expense for Articulation Agreements							\$1,842.00				\$1,842.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$1,842.00	\$5,000.00	\$0.00	\$7,000.00	\$20,842.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												\$0.00
2024-2025 Proposed Budget		\$0.00	\$21,296.79	\$27,000.00	\$0.00	\$0.00	\$0.00	\$38,133.00	\$5,000.00	\$0.00	\$69,506.62	\$160,936.41

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

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

Runestone

Reserve Funding--Postsecondary

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Manufacturing	
Coordinator's Salary	As part of the PS coordinator role, they will collaborate with college marketing department on ways to utilize and implement targeted awareness of non-trad careers that can also be used at career explorative events/activities for both secondary and post-secondary.. Coordinator will also work with CTE college faculty to facilitate trainings in manufacturing.	\$2,000.00	\$4,536.64	\$6,536.64
CTE faculty	Stipends for faculty providing HS Teachers trainings in Manufacturing		\$11,000.00	\$11,000.00
Personnel	SUBTOTAL	\$2,000.00	\$15,536.64	\$17,536.64
Equipment TBA	Equipment needs for Manufactuirng to continue to strengthen and keep with industry standards		\$6,700.01	\$6,700.01
Equipment	SUBTOTAL	\$0.00	\$6,700.01	\$6,700.01
	Marketing non-traditional career flyer to be used at CTE events, both secondary and post secondary	\$400.00		\$400.00
Non-Personnel	SUBTOTAL	\$400.00	\$0.00	\$400.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		\$2,400.00	\$22,236.65	\$24,636.65

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

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

POSTSECONDARY Narrative for Perkins V Application

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

Expenditure 1: Postsecondary Consortium Coordination and Support for initiatives supported by PS Basic. \$62,506.62 (Plan narrative 10--CLNA Element 1)

Expenditure 2: Partial Salary of Director of K-12 Initiatives. \$36,291.00 (Plan narrative 7--Element 2)

Expenditure 3: Stipends for faculty participation in HS CTE Explore, Sneak a Peek and Summer Camps. \$20,000.00 (Plan narrative 3--CLNA Element 2 & 3)

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

Equipment is still to be determined by college and CTE faculty, but it will be for support of Manufacturing and Transportation programs. **\$21,296.79** (Plan Narrative 2--CLNA Element 3)

POSTSECONDARY Narrative for Perkins V Application

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

Expenditure 1: Expenses for Hands on Manufacturing Camps and for NFPA Fluid Power Challenge \$7,000. Expenses could include--but not limited to--supplies needed for each day of the Hands on Mftg Camps and supplemental expenses not covered by industry sponsorships for NFPA Fluid Power Challenge. Food will be provided as part of a structured working lunch, during which students will participate in additional instructional activities critical to the program's objectives. For example, guest speakers from industry, collaborative problem-solving tasks, and hands-on planning for afternoon activities will occur during the lunch period. Providing lunch on site also ensures that students remain engaged and present for the full duration of the camp day without transportation or access barriers during the midday break. This is necessary to maximize instructional time and meet the full scope of planned outcomes for both the Hands-On Manufacturing Camp and the NFPA Fluid Power Challenge Event. (Plan Narrative 3—CLNA Element 2 & 3)

Expenditure 2: Expenses for trainings for secondary CTE teachers \$5,000. Expenses could include--but not limited to--supplies needed for the trainings. Food will be provided as part of a structured working lunch, during which participants will engage in additional professional learning activities essential to the workshop objectives. These working lunch sessions may include facilitated industry panels, collaborative planning for shop space redesign, and guided discussions on effective instructional practices and strategies to better prepare high school students for career pathways. Providing lunch on site supports full-day participation and ensures that all planned content can be delivered effectively within the time available. (Plan Narrative 8—CLNA Element 4)

Expenditure 3: Travel expense for new coordinator to attend Regional Perkins Coordinators and State meetings and professional development. \$ 7,000 (Plan narrative 10)

Expenditure 4: The consortium's \$1,842 expense supports continued access to <https://ctecreditmn.com>, the statewide platform for managing CTE articulation agreements and issuing articulated credit certificates to high school students. This system is administered by OutSource Projects, Inc., which provides ongoing database maintenance, system enhancements, educator training, and credit verification services. The platform plays a critical role in ensuring credit transfer (Plan Narrative 7—CLNA Element 2).

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.

Not applicable

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

Expenditure 1: Equipment needs for Manufacturing to continue to strengthen and keep with industry standards **\$6,700.01**. Once equipment is determined, any one item over \$5,000 will be submitted to the System Office for approval first (Plan Narrative 11--CLNA Element 3 & 4)

Expenditure 2: As part of the PS Coordinator role, they will collaborate with college marketing department on ways to utilize and implement targeted awareness of non-trad careers that can also be used at career explorative events/activities for both secondary and post-secondary. PS Coordinator will also work with CTE college faculty to facilitate trainings in manufacturing. \$6,536.64 (Plan narrative 11--CLNA Element 1 & 2)

Expenditure 3: Stipends for college faculty providing training for HS teachers in Manufacturing. \$11,000.00 (Plan narrative 11—CLNA Element 4)

Expenditure 4: Marketing non-traditional career flyer to be used at CTE events, both secondary and post secondary \$400.00 (Plan narrative 11—CLNA Element 1)

Consortium Plan: Budget Summary 2022-2023

<div> <div>Runestone</div> <div> July 1, 2025 - June 30, 2026 (FY26) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$16,288.04		\$16,288.04
	Postsecondary		\$21,296.79	\$21,296.79
	Total	\$16,288.04	\$21,296.79	\$37,584.83
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$8,000.00		\$8,000.00
	Postsecondary		\$27,000.00	\$27,000.00
	Total	\$8,000.00	\$27,000.00	\$35,000.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
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	\$0.00		\$0.00
	Postsecondary		\$38,133.00	\$38,133.00
	Total	\$0.00	\$38,133.00	\$38,133.00
Narrative 8: Support for Professionals	Secondary	\$20,000.00		\$20,000.00
	Postsecondary		\$5,000.00	\$5,000.00
	Total	\$20,000.00	\$5,000.00	\$25,000.00
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 10: Governance	Secondary	\$28,000.00		\$28,000.00
	Postsecondary		\$69,506.62	\$69,506.62
	Total	\$28,000.00	\$69,506.62	\$97,506.62
Narrative 11: Reserve Funds	Secondary	\$24,636.65		\$24,636.65
	Postsecondary		\$24,636.65	\$24,636.65
	Total	\$24,636.65	\$24,636.65	\$49,273.30
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$1,000.00	\$0.00	\$1,000.00
PLAN TOTALS	Secondary	\$96,924.69		\$96,924.69
	Postsecondary		\$185,573.06	\$185,573.06
	Total	\$96,924.69	\$185,573.06	\$282,497.75

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$72,288.04	\$24,636.65	\$96,924.69
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$160,936.41	\$24,636.65	\$185,573.06
Budget Over /Short	\$0.00	\$0.00	\$0.00

[illegible]

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

	POS 1		POS 2	
Career Field	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Transportation_Distribution_and_Logis tics	Transportation_Distribution_and_Logis tics
Career Pathway	Construction	Construction	Facility_and_Mobile_Equipment_Maint enance	Facility_and_Mobile_Equipment_Maint enance
High Schools & Approved CTE Programs (Table C)	(171000) Alexandria, Brandon-Evansville, Minnewaska, Parkers Prairie and Sauk Centre		(170302) Alexandria, Parkers Prairie and Sauk Centre	
Postsecondary Partner Institutions	Alexandria_Technical_Community_Coll ege_011	Please Select...	Alexandria_Technical_Community_Coll ege_021	Northland_Community_Technical_Colle ge_021
Postsecondary CTE Program #1	Carpentry	Please Select...	Marine, Motorcycle, and Powersports Technician	Automotive Engine Repair, Suspension and Brakes
Postsecondary CTE Program #2	Construction	Please Select...		Automotive Service Technology
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE- Related Courses (optional)	Minnewaska: 019901 - #64, #65		Brandon-Evansville: 019901--#60, #67, #69, #74 Osakis: 019901--#69 Parkers Prairie: 019901--#60	

	POS 3		POS 4	
Career Field	Human_Services	Human_Services	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Education_and_Training	Education_and_Training	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Teaching_Training	Teaching_Training	Agribusiness_Systems	Agribusiness_Systems
High Schools & Approved CTE Programs (Table C)	(090101) Brandon-Evansville, Minnewaska, Osakis and (090201) Sauk Centre		(019901) Alexandria, Brandon-Evansville, Minnewaska, Osakis, Parkers Prairie and Sauk Centre	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_071	Please Select...	Central_Lakes_College_004	Please Select...
Postsecondary CTE Program #1	Early Childhood Education	Please Select...	Horticulture	Please Select...
Postsecondary CTE Program #2	Early Childhood Education Transfer Pathway	Please Select...	Sustainable Greenhouse Production	Please Select...
Postsecondary CTE Program #3		Please Select...	Sustainable Local Food	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

	POS 5		POS 6	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Manufacturing	Manufacturing
Career Pathway	Animal_Systems	Animal_Systems	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development
High Schools & Approved CTE Programs (Table C)	(019901) Alexandria, Brandon-Evansville, Minnewaska, Osakis, Parkers Prairie and Sauk Centre		(171710) Alexandria, Minnewaska, Osakis and Sauk Centre	
Postsecondary Partner Institutions	Ridgewater_College_005		Alexandria_Technical_Community_College_041	Alexandria_Technical_Community_College_041
Postsecondary CTE Program #1	Veterinary Technology		Mechanical Drafting, Design Engineering Technology	Mechatronics
Postsecondary CTE Program #2				Robotics
Postsecondary CTE Program #3				
State-Recognized	Yes		Yes	
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			Alexandria , Brandon-Evansville, 171000--#2	

	POS 7		POS 8	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Career Cluster	Manufacturing	Manufacturing	Marketing	Marketing
Career Pathway	Production	Production	Merchandising	Merchandising
High Schools & Approved CTE Programs (Table C)	(171710) Alexandria, Minnewaska, Osakis and Sauk Centre		(140710) Alexandria, Brandon-Evansville, Minnewaska, Osakis	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_056	Alexandria_Technical_Community_College_056	Alexandria_Technical_Community_College_045	Please Select...
Postsecondary CTE Program #1	Machine Tool Technology	Basic Welding	Marketing and Sales Management	Please Select...
Postsecondary CTE Program #2		Welding Technology	Retail Management	Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Reserve		Priority 3	
Interdisciplinary CTE-Related Courses (optional)	Alexandria, Brandon-Evansville, Parkers Prairie: 171000--#2	Alexandria and Osakis: 019901--#62, #63 Brandon-Evansville: 019901--#62, #63, #74 Parkers Prairie: 019901--#62, #72: Minnewaska: 019901--#62, #63		

	POS 9		POS 10	
Career Field	Business_Management_Administration	Business_Management_Administration	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	General_Management	General_Management	Visual_Arts	Visual_Arts
High Schools & Approved CTE Programs (Table C)	(140710) Alexandria, Brandon-Evansville, Minnewaska, Osakis, Parkers Prairie		(171501) Sauk Centre	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_025	Please Select...	Alexandria_Technical_Community_College_077	Please Select...
Postsecondary CTE Program #1	Business Management	Please Select...	Communication Design	Please Select...
Postsecondary CTE Program #2	Business Transfer Pathway	Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				




STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4-22-25</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

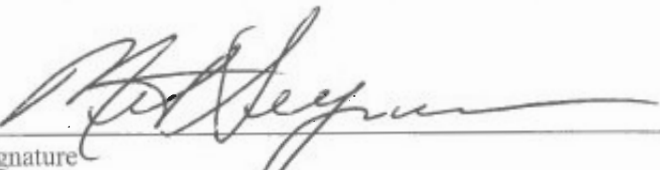
District Name: _____	
District Number/Type: _____	
Superintendent's Name – (Print): _____	
Signature	Date
email: _____	
Phone: _____	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4-22-25</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	


District Name: <u>Alexandria Public Schools (ISD #206)</u>	
District Number/Type: <u>#206</u>	
Superintendent's Name – (Print): <u>Rich Sansted</u>	
	<u>4/30/2025</u>
Signature	Date
email: <u>rsansted@alexschools.org</u>	
Phone: <u>320-762-2141 ext 4203</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
 Signature	<u>4-22-25</u> Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	


District Name: <u>Brandon-Evansville Public Schools</u>	
District Number/Type: <u>2908</u>	
Superintendent's Name – (Print): <u>Louisa Glenetske</u>	
 Signature	<u>4-21-2025</u> Date
email: <u>lglenetske@b-e.k12.mn.us</u>	
Phone: <u>320-834-4084 Ext 6140</u>	

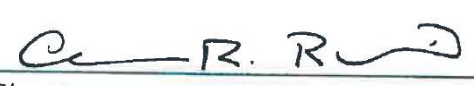
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
 Signature	<u>4-22-25</u> Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

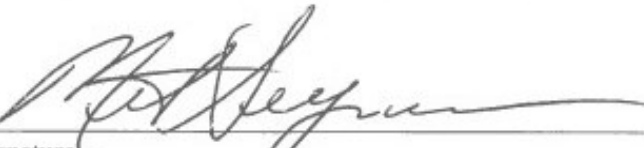
District Name: <u>Minnewaska Area Schools</u>	
District Number/Type: <u>2149-01</u>	
Superintendent's Name - (Print): <u>Charles Rankin</u>	
 Signature	<u>4-23-25</u> Date
email: <u>crankin@isd2149.org</u>	
Phone: <u>320-293-2840</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
Signature 	Date <u>4-22-25</u>
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	


District Name: <u>Osakia Public School</u>	
District Number/Type: <u>213</u>	
Superintendent's Name - (Print): <u>Justin Dahlheimer</u>	
Signature 	Date <u>4/29/2025</u>
email: <u>j.dahlheimer@osakis.k12.mn.us</u>	
Phone: <u>320-859-2191</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4-22-25</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	


District Name: <u>Parkers Prairie Schodds</u>	
District Number/Type: <u>0547</u>	
Superintendent's Name – (Print): <u>Megan Myers</u>	
	<u>4/23/2025</u>
Signature	Date
email: <u>mmyers@pp.k12.mn.us</u>	
Phone: <u>218-791-9606</u>	

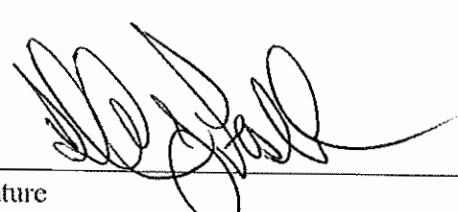
(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4-22-25</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

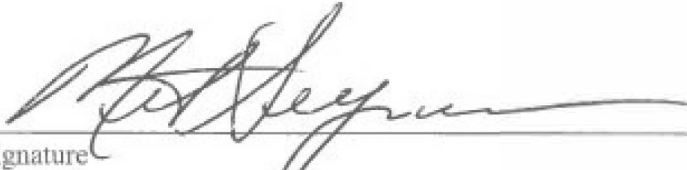
District Name: <u>Sauk Centre Public Schools</u>	
District Number/Type: <u># 743 - 01</u>	
Superintendent's Name - (Print): <u>Donald T. Peschel</u>	
	<u>4/21/2025</u>
Signature	Date
email: <u>don.peschel@isd743.org</u>	
Phone: <u>(320) 352-2258</u>	



(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Runestone

College: <u>Alexandria Technical and Community College</u>	
College President's Name (Print): <u>Michael P. Seymour</u>	
	<u>4-22-25</u>
Signature	Date
email: <u>michael.seymour@alextech.edu</u>	
Phone: <u>320-762-4403</u>	

District Name: <u>Runestone Area Education District</u>	
District Number/Type: <u> 6014</u>	
Superintendent's Name -- (Print): <u>Michelle Bethke-Kaliher</u>	
	<u>4/29/2025</u>
Signature	Date
email: <u>mkaliher@alexschools.org</u>	
Phone: <u>320-762-2141</u>	

(Duplicate as needed)