

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:	Saint Paul
Total Award Budget:	\$1,396,795.32

Consortium Membership List

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

Saint Paul Public Schools	Betty Yang
Saint Paul College	Alicia Reed

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

A completed Comprehensive Local Needs Assessment Results and Priorities document is submitted separately with application materials.

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Science, Technology, Engineering & Mathematics (Engineering and Technology - Engineering Broadfield and Electromechanical Systems)	Both	Y	Y	Y	27	32
Arts, Communications, Information Systems (Programming and Software Development, Computer Programming, CyberSecurity, and Java Programming)	Both	Y	Y	Y	502	104
Health Science (Therapeutic Services - CNA, Respiratory Care)	Both	Y	Y	Y	128	449

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Practitioner, Pharmacy Technician)						
Business, Management & Administration (Administrative Support - Office Management Professional and Business Information Technology)	Both	Y	Y	Y	315	103
Architecture & Construction (Construction - Carpentry, Plumbing, Electrical Technology)	Both	Y	Y	N	295	116
Transportation, Distribution & Logistics (Auto Mechanic; Diesel/Truck Tech)	Both	Y	Y	N	246	45
Business Management Administration/Hospitality– (Culinary)	Both	Moderate	Y	Y	409	14
Health Science (Therapeutic Services - EMR)	Funding	Y	Y	Y	128	449
Transportation, Distribution & Logistics (Aviation)	Funding	Y	Y	Y	80	0
Agriculture, Food, & Natural Resources (Biotechnology)	Funding	Y	Y	Y	809	0

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

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

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

Strategy 1: Formalize articulation agreements between SPPS and SPC by June 2026 using funds to support new/innovative and industry grade equipment. No funding is required.

Strategy 2: Targeted program visits to SPC for SPPS students. The Recruitment and Admissions Office and Academic CTE Deans collaboratively work on increasing awareness among SPPS students and families accessing CTE programs, especially, for special populations, English Learners, Non-traditional, and underrepresented/underserved students during this FY25 and FY26. Funding is needed to support transportation of SPPS students to SPC campus; career exploration for SPPS middle schools such as Big Ideas; targeted marketing efforts to improve enrollment of non-traditional, underserved, underrepresented special population students to underenrolled CTE programs such as Pharmacy Tech, Truck diesel Tech, and manufacturing programs.

Strategy 2: Targeted SPC Campus Visits for SPPS Students

At SPC, Perkins leader in collaboration with the Recruitment and Admissions Office, the Academic CTE Deans will lead efforts to increase awareness and participation in CTE programs among SPPS students and families—particularly those from special populations, including English Learners, non-traditional students, and underserved or underrepresented communities.

FY26, SPC Perkins funding is requested to support:

- **Transportation** for SPPS students to visit Saint Paul College and engage in hands-on learning and career exploration;
- **Career exploration events** for SPPS middle school students, such as *Big Ideas*, hosted once per semester for approximately 60 students;
- **Targeted marketing efforts** to boost enrollment in under-enrolled CTE programs including Pharmacy Technician, Truck Diesel Technology, and Manufacturing;
- **Planned campus visits for FY26**, including two visits per semester for SPPS students in grades 9–12, and one career exploration event per semester for middle school students. A coordinated middle and high school visit plan will be developed to support consistent engagement throughout the academic year.

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

Measurable Outcomes for Strategy 1: Increase CTE articulation agreements between SPPS and SPC by 1 (one) by June 2026.

Measurable Outcomes for Strategy 2:

During FY25, college visits increased from SPPS to SPC from 0 (none) to 1(one) in the Fall and/or 1 (one) in the Spring semester's Open Houses-FY25.

By June 30, 2026, increase SPPS student participation in Saint Paul College campus visits by 50% compared to FY24 baseline levels, with at least 60% of participants representing special populations (English Learners, non-traditional students, and underserved/underrepresented groups). SPC visits to two high schools -CTE courses, and one middle school career exploration visit per semester. Increase enrollment in targeted under-enrolled CTE programs (Pharmacy Technician, Truck Diesel Technology, Manufacturing) by 15% through coordinated outreach and marketing efforts.

NEED B: (Element 2 N-C)					
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need B Increase CTE program awareness among students and families.</p> <p>The Consortium has identified a need to increase educational pathway and career awareness among students and their families to improve representation of special populations and diverse students within CTE programs, as well as increase matriculation into SPC from SPPS. The Consortium would like to focus on engaging students and their families in various ways to build their knowledge of POS and career options. While all students may benefit from increased knowledge of POS, one population that the Consortium is interested in focusing on is those who have lived or were born outside of the United States. This is a large segment of SPC's student body: of 2,743 unique students enrolled in SPC's CTE programs as of Fall 2022, 246 last attended international secondary schools, with 86 being international students. These students may be highly familiar with some CTE fields and unaware of others: 41.3% of major declarations at SPC made by this student body are for the information technology career cluster (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Strategy 1: A secondary Perkins funded position will support efforts in increasing CTE program awareness among students (with emphasis on special populations) and families throughout the academic year. Strategy 2: Perkins funds will be used to support SRPOS and/or Funded POS professional development (in state and/or out of state) to strengthen programs to create awareness and to promote CTE. Strategy 3: The Admissions Office and the Academic Deans will collaboratively work on increasing awareness among students and families accessing CTE programs, especially special populations and Non-traditional and underrepresented students. SPC is looking at printing recruitment materials for CTE programs in foreign languages to attract as many people as possible. The Admissions Office is using Perkins funds to develop CTE recruitment materials like Viewbooks, at A Glance My CTE Career, and contact cards in Spanish, Hmong, Karen, and Somali to reach new community members and English Learners. Strategy 4: Multilingual CTE Recruitment Materials for Inclusive Outreach In FY26, to meet the diverse linguistic and cultural needs of the community, Perkins funds will support the development and printing of multilingual recruitment materials, including: <ul style="list-style-type: none"> ★ CTE Viewbooks and program "At-a-Glance" flyers ★ Contact cards for follow-up engagement <p>These materials will be available in Spanish, Hmong, Karen, and Somali to improve outreach to English Learners and New Americans populations, ensuring families and prospective students can access program information in their primary language. This inclusive approach will enhance SPC's visibility across communities traditionally underserved in postsecondary and in CTE education.</p>					
3. Measurable Outcomes (report results in next APR):					

- Measurable Outcomes for Strategy 1: The number of contacts and events with students and family engagement will increase from 12 to 15 by June 2026. Reports such as the number of contacts and events with students and family engagement will be provided in the following APR.
- Measurable Outcomes for Strategy 2: The number of events to connect with families will increase by one.
- Measurable Outcomes for Strategy 3: At postsecondary, reports on student and family engagement will be provided. SPC intends to report on the number of participants, type of activities, and enrollment follow-up within CTE programs. To monitor our enrollment growth, Perkins leaders will review and monitor student registration starting in Fall24, Spring25, and again Fall25, Spring26 to compare growth within CTE programs. Special focus on SPPS CTE graduates enrolling to SPC CTE programs will be followed. These findings will be provided in the FY25_APR.
- Measurable Outcomes for Strategy 4: By June 2026, SPC will distribute multilingual CTE recruitment materials in at least four target languages (Spanish, Hmong, Karen, Somali) at a minimum of four community events or school-based sessions annually. Increase inquiries or applications from English Learners and underrepresented communities by 20% compared to FY24 baseline, as measured through admissions outreach tracking and student intake data.

4. Provide additional narrative to address the following:

- Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.

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

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

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

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

strategies include pulling interest(s) lists based on saved careers on Xello for guest speakers and for sharing course offerings at each school.

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

Teachers will continue to promote CTE courses within their school-based practices, including ensuring CTE courses are on the registration guide, making school announcements, and sharing flyers.

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

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

NOTE: Consortia must identify at least six State-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium.

[Review the Minnesota Perkins V Operational Guide for more information.](#)

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

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

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

NEED A: E2-Need C Seamless career transitions through Programs of Study	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need C Seamless career transitions through Programs of Study</p> <p>The Consortium has identified a need to improve seamless career transitions through programs of study. We have a vision of approaching industry partners together to develop stackable internships that aid in transitions between secondary, postsecondary, and the workforce. The SPC Graduate Follow-up Survey shows that overall 31.5% of CTE program completers go on to a related job (while 39.6% continue their education) (RealTime Talent 2024 CLNA Report, Element 2, p.123). The share of graduates going on to a related job varies among CTE fields: at the low end are Human Services (23.2%), Arts, Communications & Information Systems (23.4%) and Health Science Technology (26.0%). The field with the highest share going on to a related job is Engineering, Manufacturing and Technology, at 47.5% (RealTime Talent 2024 CLNA Report, Element 2, p.123). While these rates are much higher than non-CTE graduates (8.2%), the Consortium sees opportunity to do more to tie together secondary CTE, postsecondary CTE, and jobs in CTE fields.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: Strengthen relationships with workforce development partners via the Job Ready Supports program and examples provided under 1a by June 2026. Some Perkins funding may be used to support transportation. • Strategy 2: The college is strengthening collaboration with external stakeholders to create clear, accessible job transition pathways into CTE careers, with a focus on students identified under Perkins V special populations. Many CTE programs are now integrating paid internships, offering students the opportunity to apply their skills in real-world settings while earning income—an increasingly attractive feature of these programs. Advisory Committee meetings are being reimagined as mini career fairs, where students can engage directly with employers to practice interview techniques, receive feedback on résumés and cover letters, and secure paid internships or employment opportunities. Over the course of this two-year application cycle, Career Services will collect and report job placement data for CTE students, with particular attention to outcomes for special populations. These results will be included in the APR reports for FY25 and FY26. • Strategy 3: To enhance academic success and program completion rates among CTE students—particularly those from special populations—the college will expand targeted support services and embedded interventions within CTE programs. This includes integrating academic tutoring, career coaching, and culturally responsive advising. Faculty and staff will receive professional development on equity-based practices, inclusive instruction, and trauma-informed approaches to better support diverse learners. The college will try to pilot a CTE peer mentoring program, matching experienced students with new enrollees to build community, improve retention, and promote persistence through to program completion. Progress will be measured through increased CTE course 					

completion rates, persistence term-to-term, and program completion among special population groups. Outcome data will be reviewed and submitted in APR reports for FY25 and FY26.

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

- Measurable Outcomes for Strategy 1: Provide Job Ready Supports services to 175 SPPS students.
- Measurable Outcomes for Strategy 2: Strengthen CTE job-transition pathways and increase employment among Perkins V special populations.
- Measurable Outcomes for Strategy 3: Improve academic persistence and completion for CTE students, with emphasis on equity and support for special populations.
 1. By June 2026, at least 50% of faculty teaching in CTE programs will participate in professional development focused on equity and inclusive instructional practices.
 2. By June 2026, launch a peer mentoring program in at least three high-enrollment CTE programs, with a goal of engaging 50 mentees annually, 60% of whom are from special populations.
 3. By FY26, increase the term-to-term persistence rate of CTE students from special populations by 10%, compared to FY24 baseline data.
 4. By the end of FY26, increase the program completion rate for CTE students from special populations by 8%, compared to FY24 baseline.

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

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

~~In partnership, Perkins will allocate \$3,000 towards software, learning programs/simple computer access for digital literacy, financial literacy, resume building, job market preparedness, and/or industry standard software licenses to the county.~~

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

In 2023, Ramsey County was awarded a US Department of Labor grant and was named a member of its Youth Systems Building Academy. SPPS and Saint Paul College were both selected as cohort members on the Ramsey County team. Utilizing this grant as the foundation- SPPS, Saint Paul College, Ramsey County, and other community partners will continue to create an innovative effort to increase and enhance employment opportunities for youth and implement and scale systems that engage and support young people entering the workforce in the 2025-26 school year.

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

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

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

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

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

Workforce Center Collaboration

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

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

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: E2-Need B Increase CTE program awareness among students and families especially special populations and underrepresented students (3P1).	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E2-Need B Increase CTE program awareness among students and families especially special populations and underrepresented students (3P1).</p> <p>The Consortium has identified a need to increase educational pathway and career awareness among students and their families as a way to improve representation of special populations and diverse students within CTE programs, as well as increase matriculation into SPC from SPPS. The Consortium would like to focus on engaging students and their families in various ways to build their knowledge of POS and career options. While all students may benefit from increased knowledge of POS, one population that the Consortium is interested in focusing on is those who have lived or were born outside of the United States. This is a large segment of SPC's student body: of 2,743 unique students enrolled in SPC's CTE programs as of Fall 2022, 246 last attended international secondary schools, with 86 being international students. These students may be highly familiar with some CTE fields and unaware of others: 41.3% of major declarations at SPC made by this student body are for the information technology career cluster (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: SPPS will increase recruitment and marketing materials with representation from American Indian, Black, and female students, and special population using Perkins funds by June 2026. • Strategy 2: Increase speakers and field trips in foundational Architecture and Construction courses with representation from American Indian, Black, and female students, and special populations with Perkins funds. • Strategy 3: SPPS Continue to offer Intro Trades Design and Intro to Trades Build courses. Perkins may support with equipment. • Strategy 4: The Consortium will implement targeted outreach initiatives to engage students and their families—particularly those who have lived or were born outside the United States—with the goal of increasing understanding of CTE Programs and associated career opportunities. This will include multilingual informational sessions, culturally responsive career nights, and hands-on exploration events held at SPPS high schools and/or Saint Paul College. Materials and activities will be tailored to highlight underrepresented CTE fields, broadening student perspectives and opportunities. • Strategy 5: To promote seamless transitions and increased matriculation from SPPS to SPC, the Consortium will develop a structured CTE Pathway Navigation Program. This will pair prospective SPPS students with current SPC CTE students (especially those from similar cultural or linguistic backgrounds) to serve as ambassadors. The program will offer campus visits, program shadowing opportunities, and mentorship designed to demystify college access, financial aid, and career planning for immigrant-origin students and their families. 					

3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> Measurable Outcomes for Strategies 1-3: CTE Concentrator rates will increase for American Indian students, Black students, and female students by 2%. Measurable Outcomes for Strategies 4: By June 2026, at least 300 SPPS and/or SPC students and family members—with a focus on immigrant-origin households—will participate in Consortium-hosted career exploration events, with at least 50% reporting increased awareness of CTE programs (e.g., healthcare, advanced manufacturing, trades). Measurable Outcomes for Strategy 5: By June 2026, matriculation from SPPS to SPC among students who attended Consortium-sponsored navigation activities will increase by 15%, compared to FY24 baseline. Additionally, at least 65% of participants will indicate increased confidence in navigating postsecondary options and financial aid processes

NEED B: Increase CTE program awareness among students and families	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to increase educational pathway and career awareness among students and their families as a way to improve representation of special populations and diverse students within CTE programs, as well as increase matriculation into SPC from SPPS. The Consortium would like to focus on engaging students and their families in various ways to build their knowledge of POS and career options. While all students may benefit from increased knowledge of POS, one population that the Consortium is interested in focusing on is those who have lived or were born outside of the United States. This is a large segment of SPC’s student body: of 2,743 unique students enrolled in SPC’s CTE programs as of Fall 2022, 246 last attended international secondary schools, with 86 being international students. These students may be highly familiar with some CTE fields and unaware of others: 41.3% of major declarations at SPC made by this student body are for the information technology career cluster (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p>					
5. Strategies to address need:					
<ul style="list-style-type: none"> Strategy 1: The Consortium will design and deliver a series of multilingual, culturally responsive “Explore CTE Pathways” workshops for students and families—particularly those with international backgrounds—to expand understanding of the full range of CTE Programs) available at Saint Paul College. These workshops will include presentations by faculty and alumni, hands-on demonstrations, and translated materials to address language barriers. Special attention will be given to highlighting career clusters that are underrepresented among immigrant-origin students. Strategy 2: The Consortium will partner with SPPS CTE teachers, cultural liaisons, and community-based organizations to embed career awareness and postsecondary planning into existing school and community events. These efforts will include customized presentations on CTE Programs, testimonials from SPC students with international backgrounds, and one-on-one navigation support in families’ preferred languages. This approach aims to build trust, increase understanding of career pathways, and support informed decision-making among families historically underrepresented and underserved in CTE. 					
6. Measurable Outcomes (report results in next APR):					

- Measurable Outcome Strategy 1: By the end of FY26, at SPC, at least **200 students and family members from immigrant-origin backgrounds** will participate in “Explore CTE Pathways” workshops, and **at least 60%** of surveyed participants will report increased awareness of CTE options beyond the information technology cluster.
- Measurable Outcome Strategy 2: By the end of FY26, at least **5 SPPS school or community events** will include embedded CTE and/or POS outreach activities led by the Consortium, reaching a minimum of **100 students and family members**, with **at least 25 students** indicating interest in enrolling at SPC and/or a CTE program not previously considered.

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

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

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

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

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

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

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

Narrative 5: Special Populations

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

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

NEED A: Element 1 Need A: Improved student success (PP placement, credentials, employment) for special populations (3S1)	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5X <input type="checkbox"/>
<p>The Consortium has identified the need to increase post program placement for secondary CTE concentrators, particularly for those who identify as Hispanic or Black, as well as students that are English learners (3S1), whose outcomes lag the overall rate in FY2022. Among consortium CTE concentrators, those who are in Special Education have a noticeably lower post-program placement rate than the Consortium CTE concentrator average, 20.3% (vs. 52.4% for SPPC CTE concentrator overall) as of FY2022 (RealTime Talent 2024 CLNA Report, Element 1, p. 20-23).</p> <p>Although the postsecondary placement rate for Saint Paul College CTE concentrators exceeds the target overall by 10 percentage points, outcomes lag for English learners, Hispanic students, and Black students (1P1). Among Saint Paul College Postsecondary CTE students, those who are English learners have notably lower postsecondary placement rates than the overall rate for SPPC postsecondary CTE students (86.12%), 79.27% and 77.08%, respectively (RealTime Talent 2024 CLNA Report, Element 1, p. 36-41). Postsecondary placement also varies by program of study at Saint Paul College; Among Saint Paul College Postsecondary CTE students, those who have completed postsecondary CTE programs at Saint Paul College in the Hospitality and Tourism career cluster have a notably lower postsecondary placement rate of 73.58% than all Consortium postsecondary CTE students (86.12%) (RealTime Talent 2024 CLNA Report, Element 1, p. 36-41).</p>					
5. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: Counselors to deliver Transitions Lessons to seniors, with special focus on English Learners and Students in Special Education by the end of FY 26. • Strategy 2: Perkins funded staff will attend and participate in training and professional development (in state and/or out of state) to learn how to better support special population students in relation to post program placement. • Strategy 3: SPC Career Services will enhance its data tracking and analysis of postsecondary placement outcomes for CTE students, with a focus on Special Populations. This information will be used to identify gaps, inform targeted support strategies, and guide employer engagement efforts to improve placement outcomes. • Strategy 4: Continue funding part of postsecondary support staff salaries to increase completion rates of program requirements. Student Support Services staff includes 50% Health Pathway Advisor; 50%, Accessibility Specialist; 50% PSEO/Admissions Recruiter; 50%, ESL- English Foundation-Writing; 25%Foundations Tutor, Science Study Coordinator; 60% Professional Math Tutor.) • Strategy 5: The Consortium will fund 50% of a new GLP Navigator/Employee Relations Coordinator position at SPC. This role will focus on building employer partnerships, coordinating job placement opportunities, and 					

directly supporting English Learners and other underrepresented students in securing employment or continued education.

- **Strategy 6:** The Consortium will conduct a targeted evaluation of the Hospitality and Tourism career cluster to address its lower-than-average postsecondary placement rates. This will include analyzing program enrollment and outcome data, gathering employer feedback, reviewing curriculum alignment with workforce needs, and identifying gaps in student support. Findings will be used to develop a strategic action plan to improve placement outcomes and strengthen industry partnerships.

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

- Measurable Outcome 1: Increase in post program placement (3S1) for English language learners and students in Special Education by **2% total by end of FY 26.**
- **Measurable Outcome 2: Increase in post program placement (3S1) for English language learners and students in Special Education by 2% total by end of FY 26.**
- Measurable Outcome 3: By the end of FY26, Career Services will provide **disaggregated postsecondary placement data** annually, demonstrating a **5-percentage point increase** in placement rates for Perkins Special Populations CTE concentrators.
- Measurable Outcome 4: By FY26, students utilizing funded support services will show a **7-percentage point increase** in program completion rates, with improvements reflected in disaggregated data for English Learners and Special Education students.
- Measurable Outcome 5: By June 2026, the GLP Navigator will support **at least 100 CTE students**, with **60% of English Learners placed** in employment, apprenticeships, or postsecondary education within six months of program completion.
- Measurable Outcome 6: By the end of FY26, the Consortium will develop and adopt a **Hospitality and Tourism Career Cluster Action Plan**, with implementation steps aimed at increasing the cluster's postsecondary placement rate from **73.58% to at least 80%** in the next Perkins reporting cycle.

1. Provide additional narrative to address the following:

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

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

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

In addition to the classroom and counseling transition lessons, collaboration with community partners such as the City of St. Paul's Right Track program and Ramsey County will help prepare special populations for high-skill, high-wage, and in-demand occupations that will lead to self-sufficiency.

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

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

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

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

Narrative 6: Work-Based Learning

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

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

NEED A: Element 1 Need B: Increase in program quality for work-based learning (5S3)	This Need is in Element(s):				
5. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to have more work-based learning opportunities that are closely aligned to school course offerings (5S3) and to ensure that all teachers of work-based learning seminars have the correct licenses to deliver programming. It is observed that certain demographics of students, including Hispanic, American Indian, and white students, have some of the lowest work-based learning outcomes for performance indicator 5S3. Specifically, among Consortium secondary CTE concentrators, those who are identified as white have a noticeably lower work-based learning rate than the Consortium CTE concentrator average, 3.1% (vs. 10.2% for CTE concentrators overall) as of FY2022 (RealTime Talent 2024 CLNA Report, Element 1, p. 328-32). The Consortium sees higher work-based learning rates among students that are enrolled in Special Education and students that identify as Black, which the Consortium seeks to explore in order to learn from best practices. Changes in implementation of internship programs and community partnerships in the 2021 school year may have contributed significantly to the undercounting of work-based learning types of experiences at Saint Paul Public Schools. There is an opportunity to leverage partnership opportunities with Saint Paul College to increase access to work-based learning opportunities.</p>					
6. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: Align internships with WBL courses by Spring 2026. No funding is required. • Strategy 2: Support completion of WBL courses and internships throughout FY 26. No funding is required. • Strategy 3: Introduce industry recognized certifications with WBL courses throughout FY 26. No funding is required • Strategy 4: Saint Paul College will collaborate with SPPS high schools to design and implement work-based learning experiences—such as internships, job shadowing, and project-based learning—that are directly aligned with current CTE course offerings. Special focus will be placed on programs with low WBL participation among Hispanic, American Indian, and white students. SPC faculty and staff will work with secondary instructors and employers to co-develop career-connected learning models that integrate with the academic calendar and student schedules. 					
7. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Measurable Outcome for Strategies 1 & 2: SPPS will increase WBL participation by 2% total. 					

- Measurable Outcome 3: By the end of FY26, SPC will help coordinate **at least 3 new aligned WBL opportunities** across 3 or more CTE program areas, resulting in a **10% increase** in WBL participation among underrepresented demographic groups
- Measurable Outcome for Strategy 3: Industry recognized certification options will be introduced to all seat-based WBL courses.
- Measurable Outcome for Strategy 4: By the end of FY26, **at least 150 SPPS CTE students—including a minimum of 50 Hispanic, American Indian, and white students**—will participate in aligned work-based learning experiences co-developed with SPC, resulting in a **25% increase in WBL participation** among underrepresented student groups compared to FY24 baseline.

1. Provide additional narrative to address the following:

- a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

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

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

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

Professional Communication

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

Xello - Six Saved Careers

Xello - Two Career Goals & Plans

Xello - Resume

Job Application

Worker Rights & Responsibilities

Financial Literacy

Interview Skills

Career Seminar Exit Ticket

In addition to these experiential learning opportunities, students can explore careers through the Earn as You Learn program. Students explore a variety of careers through earning certifications such as OSHA Agriculture, Automotive, Construction, Cosmetology, Culinary, General, Healthcare, Manufacturing,

Public Safety, Veterinary, and others. Students can also earn certificates in Microsoft Word, PowerPoint, Excel, CPR/First Aid/AED, Personal Care Assistant (PCA), Customer Service and Sales, and other industry recognized certifications. Participants also learn about building financial wealth and employability skills.

- b. Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.

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

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

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

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

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

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

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

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

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A: E2-Need A: Increase enrollment of SPPS graduates at SPC	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2X <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to increase the enrollment of Saint Paul Public Schools CTE Concentrator graduates into Saint Paul College programs of study. About 76.2% of all students enrolled at Saint Paul Public Schools enrolled in CTE courses in FY2022. As of FY2022, there are 8,091 unique secondary students enrolled in CTE programs at SPPS, with 39.6% of these being Concentrators (Perkins V Enrollment Report: Participants and Concentrators. RealTime Talent 2024 CLNA Report, Element 2, p. 23). At the postsecondary level, there are 2,173 CTE students in the same reporting year, with 56.7% being concentrators as of FY2022 (Minnesota State Participant Enrollment Report FY2022. RealTime talent 2024 CLNA Report, Element 2, p. 67). In analysis of Saint Paul College Fall 2022 enrollment data provided by the college's Institutional Research department, 24% of all students enrolled in Saint Paul College CTE courses last attended high school in the Saint Paul Public School District (RealTime Talent 2024 CLNA Report, Element 2, p.106). More than 100 graduates each from Como Park Senior High School, Central High School, and Harding High School have enrolled in a postsecondary CTE program at Saint Paul College. Students from the Saint Paul Public School District have a similar gender composition as those from other high schools. In contrast, racial and ethnic composition for Saint Paul College students coming from the Saint Paul Public School District differs from those coming from other districts, with relatively fewer white students (9.4% for St. Paul School District's secondary schools vs. 35.8% for other secondary schools) and more Asian students (43.9% vs. 11.1%). Saint Paul College students from the Saint Paul Public School District's secondary schools are more likely to be first generation (75.4% vs. 62.4%) and younger with 75.4% at age 14-24 in comparison to 51.2% for students from other secondary schools. CTE programs in which students from respective secondary schools in the Saint Paul Public School District select are various, plausibly reflecting CTE programming offered at the secondary schools (RealTime Talent 2024 CLNA Report, Element 2, p.106).</p> <p>The Consortium would like to see the number of Saint Paul Public Schools graduates enrolling in Saint Paul College increase to 900 total students, or about 33% of all Saint Paul College CTE enrollment by Fall 2026 enrollment by entering into data sharing agreements, establishing stronger partnerships, and ensuring high school students have access to early postsecondary credit opportunities. Pathways from SPPS to Saint Paul College will be a clear destination for students at the middle school and high school levels. SPPS student groups that have lower post-program placement rates (Black, English learners, students experiencing homelessness, and students in special education) and student groups that are underrepresented at Saint Paul College (Hispanic, nontraditional students) will be the focus for secondary-level exposure to college pathways during these two-year application cycle. SPC will create a transparent and efficient road to success that includes education and job placement for any CTE SPPS student enrolled at SPC.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: Provide more CTE concurrent enrollment courses and/or articulation agreements with SPC to help increase the likelihood students will enroll in SPC CTE programs after high school by June 2026. • Strategy 2: SPC will collaborate with SPPS to expand access to early postsecondary credit opportunities—including articulated credit, concurrent enrollment, and PSEO—while prioritizing outreach to Black students, English learners, students experiencing homelessness, students in special education, and Hispanic students. Embedded SPC advisors will work with SPPS counselors to guide students through college program exploration and enrollment steps starting in 10th grade. • Strategy 3: SPC will develop and host structured campus visits, hands-on CTE exploration days, and summer bridge programming specifically designed for SPPS students in grades 5–12. Programming will highlight CTE 					

pathways, financial aid navigation, and career placement support. SPPS students from underrepresented groups (including Hispanic, English learners, and students in special education) will be actively recruited to participate.
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none">Measurable Outcomes for Strategy 1: During the two-year cycle, Saint Paul Consortium will Increase CTE concurrent enrollment courses by one Concurrent Enrollment course and one articulated agreement by June 2026.Measurable Outcome for Strategy 2: By Fall 2026, SPC will enroll 900 SPPS graduates, representing at least 33% of total SPC CTE enrollment, with at least 50% of these new enrollees identifying as first-generation, English learners, or students from underrepresented racial/ethnic backgrounds.Measurable Outcome for Strategy 3: By FY26, at least 300 SPPS students from middle and high schools will participate in SPC-led college and career pathway events, with 75% of surveyed participants reporting increased awareness of SPC CTE programs and their connection to high-demand careers.

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

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

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

Narrative 8: Support to Professionals

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

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

NEED A: E4-Need A: All faculty & teacher CTE positions filled in secondary and postsecondary.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to consistently fill all CTE teaching positions at SPPS and SPC. While most positions are currently full, the Consortium has struggled to fill roles in the past, particularly in health sciences, trades, carpentry, and computer science—and empty positions have been eliminated. We anticipate that in the coming 2-3 years we will have additional roles in these fields to fill.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: Increase CTE licenses and credentials throughout the year using Perkins funds to support partnership with Lakes Country Service Coop, sub pay, etc... • Strategy 2: Develop a teacher externship program using Perkins funds by June 2026. • Strategy 3: The Consortium will partner with local industry, higher education institutions, and workforce boards to create a recruitment pipeline for future CTE instructors in high-need fields. This will include hosting informational sessions for industry professionals interested in transitioning to teaching, offering guidance on licensure pathways, and promoting tuition assistance or loan forgiveness opportunities for eligible candidates. • Strategy 4: By June 30, 2025, the Consortium will implement a structured support program for new and existing CTE teachers that includes mentorship, professional development, and peer collaboration across SPPS and SPC. Particular attention will be given to supporting educators in high-turnover subject areas through targeted onboarding and instructional coaching. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Measurable Outcome 1 for Strategy 1: Increase teacher licenses and credentials by 4 (four). • Measurable Outcome 2 for Strategy 2: Increase CTE awareness among non-CTE teachers through pre and post surveys. • Measurable Outcome 3: By the end of FY26, at least 25 potential CTE teacher candidates will participate in informational sessions or recruitment events, and at least 3 new candidates will begin licensure processes in health sciences, trades, carpentry, or computer science. • Measurable Outcomes 4, By FY26, the Consortium will achieve a 75% retention rate for newly hired CTE instructors in targeted high-need programs and provide ongoing support for 100% of new CTE educators through mentoring or professional development activities. 					

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

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

SPPS will explore and develop a teacher externship program for non-CTE teachers. SPPS will work with teachers and industry/community partners. Pre and post surveys will capture level of CTE awareness.

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

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

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

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

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

In **FY 26**, CTE teachers will have the opportunity to complete teacher externships with industry partners. Teachers will learn about current industry trends and will be able to bring their experiences to the classroom. CTE teachers will be offered professional development opportunities via conferences and workshops relevant to their respective CTE area(s).

Narrative 9: Performance Gaps

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

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

NEED A: Provide culturally-relevant tutoring services for multilingual and international CTE students	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>The Consortium has identified a need to provide culturally-relevant tutoring services for multilingual and international CTE students. At all levels, English Learner CTE students are experiencing performance gaps relative to their peers, indicating a need for intervention. English Learners at the secondary level see gaps in four-year graduation rate, reading and math proficiency, and post-program placement compared to their peers (RealTime Talent 2024 CLNA Report, Element 5, p.5). At the postsecondary level, English learners are behind their peers and behind targets in terms of earned postsecondary credentials and nontraditional field enrollment (RealTime Talent 2024 CLNA Report, Element 5, p.13). Providing tutoring services that are culturally relevant and linguistically accessible aims to address these gaps.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Strategy 1: Secondary will invite EL subject matter experts to meet with CTE teachers for professional development by the end of June 2026. Perkins funds may be used to support this professional development. Strategies will be shared and can then be used in the classroom. Strategy 2: SPC will design and implement culturally relevant, school-based tutoring programs specifically for multilingual students enrolled in CTE courses. Tutoring will be delivered by trained staff and peer tutors with shared cultural or linguistic backgrounds when possible, and will focus on both academic support (math, reading, technical vocabulary) and career readiness skills. Strategy 3: Saint Paul College will expand tutoring services in foundational English, writing, and technical coursework for English learners in CTE programs. Services will include drop-in labs, one-on-one sessions, and multilingual materials. Tutors will receive training in culturally responsive pedagogy to better support multilingual students navigating CTE pathways—especially in nontraditional fields. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> Measurable Outcome 1: Provide EL training to all secondary CTE teachers by May 2026. Measurable Outcome 2: By the end of FY26, at SPC, at least 150 multilingual CTE students will participate in tutoring sessions, with at least 60% of participants showing improvement in course grades or proficiency benchmarks in reading, math, or CTE coursework. Measurable Outcome3: By June 2026, at least 100 multilingual SPC CTE students will utilize tutoring services annually, with a 10% increase in course completion and credential attainment compared to FY24 baseline data for English Learners. 					

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

- a. What specific student group(s) were identified as having significant disparities or performance gaps?

N/A

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

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

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

Narrative 10: Consortium Governance

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

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

NEED A: Establish a clear and collaborative governance structure	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3X <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Consortium has identified a need to clarify its governance structure going forward, with collaborative and ongoing support and guidance being the desired relationship between the Consortium partners. New structures are needed to ensure that there are functional processes in place for effective secondary and postsecondary collaboration. The Consortium also needs to establish clear communication norms and systems in place to ensure all Consortium members are continually informed.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: In FY 26, Perkins leaders will promote collaboration and joint decision making within the consortium utilizing Perkins funding. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Measurable Outcome 1: Perkins leaders will clear communication channels and inclusive decision-making processes to the new board by June 2026. • Measurable Outcome 2: Perkins leaders will facilitate two board meetings by the end of June 2026. 					

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

The Saint Paul Consortium governance is composed of Perkins leaders, CTE secondary and postsecondary administrators, and educators. This group consists of:

- SPPS members:
 - Secondary Perkins Coordinator
 - Career Pathways Supervisor
 - Partnership Specialist
 - Career Pathway Development Coordinator
 - Engagement Specialist

- CTE Content Lead Coordinator
- SPPS CTE Teacher
- SPPS CTE Teacher
- SPC members:
 - Postsecondary Perkins Coordinator
 - CTE Dean
 - CTE Dean
 - Dean of Students
 - Director of College Partnerships
 - SPC CTE Faculty
 - SPC CTE Faculty

The board will meet **twice annually**:

- **Fall Semester Meeting:** Held in October to review current year implementation, assess progress, and begin early planning for the next cycle.
- **Spring Semester Meeting:** Held in April to review submitted proposals and funding requests, approve committee recommendations, finalize budget allocations, and prepare for the May 1 Local Application submission.

Depending on the need and strategic focus, additional stakeholders—including faculty, staff, community partners, and students—may be invited to attend Board meetings to provide input, share expertise, or contribute to decision-making.

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

Purchasing Request Process at Saint Paul Public Schools (SPPS):

1. CTE teachers submit a request for equipment aligned with approved Perkins-funded initiatives on an on-going basis. The request is reviewed by the consortium coordinator, Career Pathways Supervisor, and CTE Content lead. The Perkins coordinator will make the decision on pre-approving or approving equipment funded by Perkins.
2. Pre-approval: If the unit cost of equipment exceeds \$1,000 and/or if the sum of multiple equipment is \$1,000 or more, the Perkins coordinator will complete and submit the MDE Equipment Approval Form and will include the quote from the vendor to MDE. Once approved by MDE, the purchase process may begin.

Purchasing Request Process at Saint Paul College (SPC):

The Perkins request process at SPC follows a 5-step framework that ensures clarity, compliance, alignment with grant goals, accountability, and timely delivery and implementation.

Step 1: Determine the purpose of the funding request (e.g., equipment, travel, PD, curriculum, services).

- Ensure the request aligns with:
 - Local Application goals and strategies.
 - Perkins V allowable use of funds.
 - Equity and program improvement priorities.

Step 2: Complete Fund Request Form

- Description and justification of the request.
 - Cost breakdown (quotes, vendor info).
 - Timelines (start/end of service, delivery date).
 - Attach supporting documents (e.g., quotes, agenda, job description).

Step 3: Submit for Review

- Send completed request to the Perkins Coordinator reviews:
 - Completeness
 - Budget availability
 - Alignment with CTE goals and timelines

Step 4: Approval and GR# Assignment

- Upon approval, the request is logged and a Grant Number (GR#) is issued.
- Approved request is shared with Business Office or Purchasing for processing.
- Communication is sent to requester confirming approval and next steps.

Step 5: Track Delivery and Report Impact

- Delivery of goods/services
- Usage of start and end dates
- Requester submits follow-up info or data for:
 - Inventory (if equipment)
 - Student impact
 - End-of-year reporting

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

The secondary and postsecondary Perkins coordinators meet bi-weekly (or as needed) to:

- Share updates, successes, challenges
- Discuss upcoming CTE events
- Review applications and reports (local application, reallocation, annual performance report)

If needed based on the Board, subject matter experts would be formed as work committees to support specific functions and strategic priorities of the consortium. These committees can focus on but are not limited to Equity & Access for Special Populations, Data & Accountability, and Programs of Study. Each committee is composed of consortium members and partners with relevant expertise and interests.

Once established, the Work Committee will determine their meeting dates and frequency dependent on their progress and needs. They can provide updates to the board and contribute recommendations that align with consortium goals and state/federal expectations.

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

The Perkins leaders will send agendas and meeting minutes to all members of the board accordingly.

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

The Saint Paul Perkins consortium continues to work towards a formal governance structure that is consistent, equitable and sustainable.

Narrative 11: Reserve Funds

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

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

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

NEED A: Expand the postsecondary esthetics career pathway to higher wage sectors (body contouring and laser)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5X <input type="checkbox"/>
<p>The Consortium has identified a need to expand the postsecondary esthetics career pathway to include body contouring and laser. These skills offer the potential for graduates to earn higher wages, potentially attracting more nontraditional students to the field. In addition, adding these competencies will make program graduates more prepared to offer in-demand services.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Strategy 1: Saint Paul College will expand its Esthetics program by incorporating body contouring and laser treatment competencies aligned with current industry standards and licensure requirements. The updated curriculum will be co-designed with input from licensed professionals and employer partners to ensure students graduate with in-demand, high-wage skills. • Strategy 2: The Consortium will implement a targeted outreach and support campaign to increase enrollment of nontraditional students (including men and underrepresented racial/ethnic groups) into the enhanced Esthetics program. Efforts will include career awareness events, financial aid guidance, and mentorship opportunities with industry professionals. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Measurable Outcomes 1: By the end of FY26, the Esthetics program will attempt to launch an approved curriculum expansion that includes body contouring and laser treatment, with at least 10 students enrolled annually, and at least 60% of graduates reporting preparedness for these specialized services in employer or self-employment settings. 					

- Measurable Outcomes 2: By FY26, **nontraditional student enrollment in the Esthetics program will increase by 10% with at least 15 nontraditional students** participating in the expanded pathway over the two-year application cycle.

NEED B: Develop secondary programs in Biotechnology, EMR, Aviation	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> X
Develop secondary programs in Biotechnology, EMR, Aviation.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
Strategy 1: Partnership Specialist will identify and explore community and industry partnerships for developing programs of study throughout the year. Strategy 2: SPPS will work with CTE teachers to develop curriculum for areas in Biotechnology, EMR, and Aviation by the end of FY 26 with Perkins funding.					
3. Measurable Outcomes (report results in next APR):					
Measurable Outcomes 1: Gain a minimum of one additional partnership from the areas of Biotechnology, EMR, and/or Aviation by the end of FY 26. Measurable Outcomes 2: Course syllabus and curriculum would be established in Funding POS by the end of FY 26.					

4. Provide additional narrative to address the following:

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

SPPS - N/A.

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

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

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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

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

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

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

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

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

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

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

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

SPC Faculty Engagement

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

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

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

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

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

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

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

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

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

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

Prioritizing Needs (Optional)

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

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

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

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

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

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

PRIORITIZED NEEDS

Element 1: Student Performance on Required Performance Indicators

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

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

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

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

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

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

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

E1-Need D

E1-Need E

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

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

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

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

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

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

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

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

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

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

PRIORITIZED NEEDS

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

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

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

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

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

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

E2-Need C Seamless career transitions through Programs of Study

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

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

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

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

PRIORITIZED NEEDS

Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A: Establish a clear and collaborative governance structure

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

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

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

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

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

E3-Need E

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

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

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

PRIORITIZED NEEDS

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

E4-Need A: All faculty & teacher CTE positions filled in secondary and postsecondary

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

E4-Need B

E4-Need C

E4-Need D

E4-Need E

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

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

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

PRIORITIZED NEEDS

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

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

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

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

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

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

E5-Need D

E5-Need E

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$653,831.03	\$32,545.05	\$686,376.08
Postsecondary Allocation:	\$677,874.18	\$32,545.06	\$710,419.24
Total Consortium Allocation:	\$1,331,705.21	\$65,090.11	\$1,396,795.32

INSERTING ADDITIONAL ROWS

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

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

DATA ENTRY

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

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

SUMMARY SPREADSHEET

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

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

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

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

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

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

Narrative Funding--Secondary

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

\$265,609.54

Place an "X" in the cells to the right to identify which use(s) of funds

from Section 135 of Perkins V are supported under each narrative:

[illegible]

Saint Paul

Reserve Funding--Secondary

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Biotechnology, Aviation, EMR	
170 Non Instructional Support	Partnership Specialist		\$22,891.99	\$22,891.99
185 Other Salary Payments (licensed or certified)				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$22,891.99	\$22,891.99
210 FICA/Medicare			\$1,751.24	\$1,751.24
218 TRA (Teachers Retirement Association)			\$3,662.72	\$3,662.72
220 Health Insurance			\$2,696.68	\$2,696.68
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$8,110.64	\$8,110.64
320 Communication Services				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)			\$1,591.44	\$1,542.42
2024-2025 Proposed Budget		\$0.00	\$31,002.63	\$32,545.05

\$31,002.63

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

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

SECONDARY Narrative for Perkins V Application

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

"Funds are requested for personnel to support and implement CTE Perkins programming:

\$32,984.06 - Career Pathways Supervisor (Narrative 10)

This position will work on advising principals and administration on career pathway development and programming. This position will also take the lead on reviewing student data and lead efforts to increase performance indicators.

\$213,286- Perkins Coordinator and Engagement Specialist (Narratives 5, 10)

Positions exist to manage Perkins funds, data, equipment, and reporting. The Engagement Specialist will take the lead in finding meaningful ways to engage with students and families, particularly special populations, on CTE programming.

\$66,343.24 - Career Pathways Coordinator and CTE Content Lead (Narratives 2, 8)

Positions will support development of CTE pathways including programs of study, early college, and work-based learning opportunities. The CTE Content Lead will provide teacher recruitment and retention support.

\$10,350 - Other Salary Payments (Narrative 2)

Funds will go towards supplement pay for teachers who will assist with improving/creating curricula used to develop and expand programs of study. This investment will help build and expand CTE programming. "

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

\$26,250 will be used to support the completion of the CLNA. \$1,250 will come from UFARS code 303 and \$25,000 will come from UFARS code 304.

(Narrative 1)

\$42,000 is requesting to support in the following ways: \$25,000 will support the completion of the CLNA (Narrative 1). \$9,000 will also pay for substitute teachers as there are field trip plans to visit CTE industry partners, career related events but not limited to Construct Tomorrow, Career Pathway specific hiring fairs, etc... (Narratives 2, 6). Saint Paul plans to work with Lakes Country Service Cooperative to support prospective CTE teachers get their license. \$3,000 will go towards those efforts (narrative 8). Additionally, \$5,000 will be used to contract service to move new equipment for programs of study as required by SPSS facilities.

\$10,000 will be used to support professional development including registration fees for conferences/trainings and travel expenses. (Narratives 2 and 10)

\$18,000 is requested to fund out of state travel for professional development opportunities and trainings. (Narratives 2, 5, 6)

\$20,000 will go towards transportation costs to support learning opportunities for students, Narratives 2 and 6.

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.*

\$80,902.21 will be used to support CTE programs of study equipment. (Narrative 2)

\$1,500 will support group memberships such as MACTA to stay current with CTE. (Narrative 10)

*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.*

\$15,000 is requested to cover industry grade capital equipment, crucial to learning and gaining work ready skills (Narrative 2).

SECONDARY Narrative for Perkins V Application

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

\$31,135.04 of Federal and Nonpublic Indirect Cost will be used to cover administration fees, including SPPS Human Resources, Grants department, and Business Office.

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

SPPS will use Reserve Funds to develop new programs of study in the areas of Biotechnology, EMR, and Aviation. **\$31,002.63** of the Reserve funding will be expended on the Partnership Specialist's salary and benefits. This role is essential in identifying community partnerships and building relationships as potential new programs of study are being developed. The remaining, **\$1,542.42** will be used to cover indirect costs such as administration fees, SPPS Human Resources, Grants department, and Business Office.

Narrative Funding--Postsecondary

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Perkins Coordinator	1.0 Perkins Coordinator										\$ 99,632.58	\$99,632.58
Health Pathways Advisor	0.5 Health Pathways Advisor											\$49,815.76
Accessibility Specialist	0.5 Accessibility Specialist		\$49,937.66							\$49,815.76		\$49,937.66
College Partnerships- NEW	0.5 College Partnership Advisor							\$51,019.80				\$51,019.80
ESL-English Foundations-Writing	0.5 ESL-English Foundations-Writing					\$43,701.68						\$43,701.68
Science Study Coordinator	0.25 Science Study Coordinator		\$21,509.52									\$21,509.52
Career Services Office: Career GLP/Navigator-Employee Relations Coordinator-NEW	.5 Guided Learning Pathways-Navigator/Employee Relations Coordinator					\$49,815.76						\$49,815.76
Professional Math Tutor	0.6 Professional Math Tutor									\$49,937.66		\$49,937.66
PERSONNEL	SUBTOTAL	\$0.00	\$71,447.18	\$0.00	\$0.00	\$93,517.44	\$0.00	\$51,019.80	\$0.00	\$99,753.42	\$99,632.58	\$415,370.43
CNC TOOLING	CNC Tooling		\$48,950.00									\$48,950.00
AUTO TECH	Auto PD		\$8,000.00									\$8,000.00
TRUCK DIESEL	Truck Diesel PD and videos		\$8,000.00									\$8,000.00
RESPIRATORY TECH	FY26 continuation of RQ1: Access to this product can benefit the students by having immediate access to high-quality resources in all courses through out the program. As well as access to a review product at the end of the program.		\$20,300.00									\$20,300.00
EQUIPMENT	SUBTOTAL	\$0.00	\$85,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$85,250.00
RECRUITMENT AND ADMISSIONS	Big Ideas for Career Exploration for SPSS middle schools and high schools		\$15,000.00									\$15,000.00
MARKETING - KNOWLEDGE AND ACCESS	Marketing for CTE course to promote student and CTE faculty recruitment									\$21,584.19		\$21,584.19
	Busses, CTE college fairs, Hight schools visits, middle school visits, cte leads		\$8,000.00									\$8,000.00
RECRUITMENT AND ADMISSIONS	Support for Professionals, Faculty and staff.								\$8,022.51			\$8,022.51
PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF												
ADR	Access and Disability Resource (ADR)									\$10,000.00		\$10,000.00
										\$6,000.00		\$6,000.00
	Career Services wants to add Handshake, a resume-building tool and/or mock interview tool. And, PD for the new Career Navigator staff.											
CAREER SERVICES												
AEI	AEI Accessibility Software								\$15,000.00			\$15,000.00
	Contracting with RealTime Talent to facilitate the federally mandated Perkins Comprehensive Local Needs Assessment (CLNA), including stakeholder engagement, data analysis, and synthesis of regional labor market trends to inform local application planning and funding priorities.	\$41,941.78										\$41,941.78
CLNA												
	CTE Website Consortium							\$0.00				\$0.00
CTE PATHWAY PROGRAMS												
	Skills USA FY26				\$7,811.56							\$7,811.56
Carpentry - Cabinmaking - CNC tooling - Welding - Sheet Metal												
	Citiport for Computer Networking and Cybersecurity				\$5,000.00							\$5,000.00
CTE DIGITAL SYSTEMS												
	College Partnerships							\$5,000.00				\$5,000.00
Career exploration/PSEO/PO												
Student Access and Support	SUBTOTAL	\$41,941.78	\$23,000.00	\$0.00	\$12,811.56	\$0.00	\$0.00	\$5,000.00	\$23,022.51	\$37,584.19	\$0.00	\$143,360.04
	Administrative Fee to SPC											
	Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount)										\$33,893.71	\$33,893.71
2024-2025 Proposed Budget		\$41,941.78	\$179,697.18	\$0.00	\$12,811.56	\$93,517.44	\$0.00	\$56,019.80	\$23,022.51	\$137,337.61	\$133,526.29	\$677,874.18

[illegible]

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			ESTHETICIAN POS	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
NEW_Esthetician POS	Mid-Range Devices (Non-Ablative Fractional or IPL + RF Platforms)Price Range: \$30,000 – \$60,000 approximately.Examples:Cynosure IconCutera XeoCa		\$32,545.06	\$32,545.06
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$32,545.06	\$32,545.06
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	\$32,545.06	\$32,545.06

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

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

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.*

Narrative Justification for FY26 Perkins-Funded Positions and 6% Salary Increases

To advance the Saint Paul Consortium's efforts in strengthening Career and Technical Education (CTE) programming, we have strategically aligned FY26 staffing investments with priority areas identified through our Comprehensive Local Needs Assessment (CLNA). The positions listed below are critical to implementing federally mandated goals under Perkins V, including improving equity, expanding access to high-wage/high-skill career pathways, and ensuring program quality through support services and professional development.

In accordance with inflationary trends and to retain qualified professionals, a 6% cost-of-living adjustment has been applied to all Perkins-funded positions in FY26. This modest increase reflects a commitment to wage equity and stability while recognizing the increasing demands placed on staff serving high-needs student populations.

Position Justifications by Narrative Goal Area:

Perkins Coordinator (\$99,632.58)

Aligned with Narrative 10 (Governance), this full-time role is essential for managing consortium-wide Perkins implementation, compliance, and stakeholder coordination. The increase supports continuity and leadership stability.

Health Pathways Advisor (\$49,815.76)

Supports Narrative 9 (Performance Gaps) by advising students in high-demand health fields. The Pathway advisor ensures alignment with program completion and graduation requirements, supports student well-being and progress monitoring, and promotes credential attainment.

Accessibility Specialist (\$49,937.66)

Funded under Narrative 9 (Performance Gaps), the Accessibility Specialist ensures that students with disabilities—one of Perkins' defined special populations—receive the accommodations and support necessary to access and succeed in CTE programs. This position promotes *equity* in participation and outcomes; *enhances* retention, completion, and credential attainment by removing instructional, technological, and physical barriers; and, *builds* institutional capacity through training and consultation. This position also trains faculty and staff on accessible instructional practices and inclusive environments, ensuring that CTE programs meet the diverse needs of learners. It advances data-informed equity strategies by supporting the collection and analysis of data on accommodation use and student outcomes, and this position informs continuous improvement efforts and helps reduce performance gaps among special populations in CTE.

College Partnerships (\$51,019.80)

Addressing Narrative 7 (Early College), this role facilitates enrollment of underrepresented students in dual-credit CTE pathways, PSEO, Articulation Agreements increasing access and accelerating credential completion.

ESL- Foundations - Writing (\$43,701.68)

Also aligned with Narrative 5 (Special Populations), this role supports English Learners in mastering foundational writing skills required for success in CTE coursework, thereby reducing barriers to completion.

Science Study Coordinator (\$21,509.52)

Under Narrative 2 (Programs of Study), this quarter-time role supports CTE-aligned science learning outcomes, enhancing student preparation in technical fields.

Guided Learning Pathways Navigator / Employee Relations Coordinator (\$49,815.76)

*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.*

The following funding requests have been included in the FY26 Perkins Local Application to address critical gaps in CTE instruction, enhance teacher professional development, and improve student access to high-quality instructional tools. Each item supports implementation of the Consortium's CLNA priorities and strengthens alignment to Perkins V goals around equity, quality programs of study, and academic integration. **CNC Tooling Equipment – \$48,950.00**

This investment supports the modernization and expansion of the CNC Tooling program. Funding will be used to procure industry-standard tools and equipment that mirror current workplace technologies. Upgrading the CNC Tooling lab's environment ensures students develop relevant, hands-on skills in precision in custom fabrication. This initiative supports Narrative 2: Programs of Study and addresses local employer demand for highly trained workers.

Automotive Professional Development – \$8,000.00

These funds will support automotive faculty participation in targeted professional development (PD) aligned with emerging technologies, industry standards, and/or ASE certification requirements. This PD directly supports Narrative 8: Support for Professionals ensuring instructors remain current and students receive instruction that prepares them for high-skill, high-wage careers in automotive services.

Truck/Diesel PD and Instructional Videos – \$8,000.00

This allocation will fund a combination of instructor PD and the purchase or development of instructional videos tailored to the Truck and Diesel programs. These resources will enhance delivery of complex mechanical concepts, increase student engagement, and offer visual support particularly beneficial for English Learners and students with diverse learning needs. This request supports Narrative 2 by improving instructional quality and accessibility in program of studies.

Respiratory Tech – \$20,300.00

This request funds continued access to the RQI platform, an interactive learning system that provides students with real-time access to high-quality learning resources across all courses within their program. RQI also offers an end-of-program review feature to reinforce key concepts and improve licensure or certification readiness. This initiative supports Narrative 2 and Narrative 9: Performance Gaps by addressing academic preparation and retention for students across disciplines.

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.*

In response to the evolving needs of students, educators, and the labor market, the Saint Paul Consortium has developed a strategic set of investments to address equity, access, professional development, and alignment with high-skill, high-wage career pathways. The following funding requests are grounded in the findings of our CLNA and directly support Perkins V priority areas.

--Big Ideas for Career Exploration – \$15,000

This initiative provides career exploration programming to SPPS middle and high school students to visit SPC by introducing them to high-demand CTE fields. It fosters early engagement and helps students, especially those from underrepresented backgrounds, make informed decisions about future pathways. SPC & PPS will house two events for CTE Career Exploration Days for middle & high school age students. These events are scheduled for Spring 2026.

--Buses, CTE College Fairs, School Visits – \$8,000

These funds will provide transportation and logistical support to ensure equitable access to career exploration opportunities such as college fairs, campus tours, and middle/high school visits for the office of recruitment, college partnership, and Perkins events. Removing transportation barriers ensures that all students—regardless of socioeconomic status—can participate.

--CTE Marketing Campaign – \$21,584.19

This investment will support a comprehensive outreach strategy to raise awareness of Career and Technical Education (CTE) programs at SPC and increase enrollment, particularly among underrepresented populations. Funded activities include digital campaigns, culturally relevant promotional videos, flyers, and targeted social media content. The campaign will be designed to reach middle and high school students, families, and community partners with messaging that reflects their values, identities, and career aspirations. By elevating visibility of CTE pathways and programs that lead to high-skill, high-wage, and in-demand careers, this campaign directly supports Perkins V goals related to equity, access, and program alignment. Campaign outcomes will be measured through metrics such as web traffic, social media engagement, event participation, and enrollment increases.

--Faculty and staff PD – \$8022.51

This funding supports professional development for faculty, staff, and/or the Perkins Coordinator. Activities may include, but are not limited to, conferences, workshops, and trainings that enhance instructional practices, cultural competency, and leadership skills within Career and Technical Education (CTE).

--Career Services – \$6,000

\$6,000 will be used to purchase tools such as Handshake, resume builders, or mock interview platforms to improve students' career readiness. If available, it will be used for professional development for a new Career Navigator, including attendance at the Jobs for the Future (JFF) conference.

--Access and Disability Resources (ADR) Tools – \$10,000

Funds will cover ReadSpeaker (\$4,075), 15 Voice Dream licenses (\$825), and adaptive technologies including OrCam Read (\$1,995) and CloverBook Pro Video Magnifier (\$2,995). These tools are essential for students with visual impairments or limited internet access, supporting Narrative 5: Special Populations, Narrative 9: Performance Gaps, and Narrative 4: Integrated Academic and Technical Skills.

--AEI Accessibility Software – \$15,000.00

AEI requests funding for a software platform that improves digital accessibility of CTE course materials. This tool will empower CTE faculty to identify and address accessibility issues, promoting inclusive teaching practices for students and faculty with disabilities in Career Technical Education. AEI is requesting 50% of the funding as the institution is covering the other half.

--CLNA: Labor Market Analysis and Strategic Sessions – \$41,941.78

This phase will produce a comprehensive labor market and student performance report, aligned with state CLNA elements. It includes four strategic sessions focused on data governance, advisory structures, and program of study (POS) prioritization, laying a foundation for evidence-based decision-making.

Phase 1: Comprehensive

Labor Market Analysis Report to address core elements of the CLNA

- Student performance data analysis, including trend analysis for key indicators required by MDE (Element 1; dependent on data to be provided by the Saint Paul Perkins Consortium for analysis by RealTime Talent)1
- Element 2: Size of Element 2 (Element 2 – Scope and Quality not including course sequencing/timing/curriculum, scheduling, policies, or teacher licensure to be completed in Phase 2)
- NEW: includes four Phase 1 Strategy Session implementations:

1) Data Governance and Sharing Strategy Session;

2) POS Priorities Prep Session;

3) Advisory Committee Structure Session.

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

Our federal and nonpublic indirect costs cover general college operations which are necessary to facilitate effective administration of Perkins funds. \$36,000 for business office support for the fiscal management of the grant during academic year.

*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.*

Reserve Funds for Esthetician Program Expansion with Laser Skin Care Technology

The Saint Paul Consortium seeks to allocate reserve funds to launch a new Esthetician program track that incorporates laser skin care technologies, including mid-range devices such as non-ablative fractional lasers and IPL + RF (Intense Pulsed Light and Radio Frequency) platforms. This initiative directly aligns with Perkins V goals to expand high-skill, high-wage, and in-demand career pathways, particularly in rapidly evolving health and personal care sectors.

Rationale and Industry Alignment: Laser treatments—such as skin rejuvenation, hair removal, and pigmentation correction—are among the fastest-growing segments in the esthetics field. By equipping students with training on mid-range professional-grade devices, we will ensure they graduate with the hands-on experience required for licensure, advanced certifications, and competitive employment in medspas, dermatology clinics, and cosmetic practices. Examples of proposed equipment include: Cynosure Icon, Cutera Xeo and/or Candela Nordlys. These devices are trusted across the industry and will allow students to train on real-world platforms that reflect current employer expectations and patient safety standards.

Equity, Access, and Economic Mobility

This program expansion also supports Narrative 5: Special Populations by providing access to nontraditional students, particularly adult learners, career changers, and women seeking entry into high-paying roles in the beauty and wellness industries. With average wages significantly higher for licensed estheticians certified in laser modalities, this initiative represents an opportunity to promote economic mobility and program diversification.

Reserve Fund Justification

Given the high cost of laser skin care equipment and the need for initial infrastructure investment, reserve funds are essential to launching this specialized program. The upfront investment will be offset by long-term sustainability through program tuition, enrollment growth, and employer partnerships. This also positions the college as a regional leader in advanced esthetics training.

Consortium Plan: Budget Summary 2022-2023

<div> <div>Saint Paul</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	\$26,250.00		\$26,250.00
	Postsecondary		\$41,941.78	\$41,941.78
	Total	\$26,250.00	\$41,941.78	\$68,191.78
Narrative 2: Programs of Study	Secondary	\$180,063.81		\$180,063.81
	Postsecondary		\$179,697.18	\$179,697.18
	Total	\$180,063.81	\$179,697.18	\$359,760.99
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$0.00		\$0.00
	Postsecondary		\$12,811.56	\$12,811.56
	Total	\$0.00	\$12,811.56	\$12,811.56
Narrative 5: Special Populations	Secondary	\$99,741.00		\$99,741.00
	Postsecondary		\$93,517.44	\$93,517.44
	Total	\$99,741.00	\$93,517.44	\$193,258.44
Narrative 6: Work - Based Learning	Secondary	\$12,000.00		\$12,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$12,000.00	\$0.00	\$12,000.00
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$56,019.80	\$56,019.80
	Total	\$0.00	\$56,019.80	\$56,019.80
Narrative 8: Support for Professionals	Secondary	\$35,531.64		\$35,531.64
	Postsecondary		\$23,022.51	\$23,022.51
	Total	\$35,531.64	\$23,022.51	\$58,554.15
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$137,337.61	\$137,337.61
	Total	\$0.00	\$137,337.61	\$137,337.61
Narrative 10: Governance	Secondary	\$300,244.58		\$300,244.58
	Postsecondary		\$133,526.29	\$133,526.29
	Total	\$300,244.58	\$133,526.29	\$433,770.87
Narrative 11: Reserve Funds	Secondary	\$32,545.05		\$32,545.05
	Postsecondary		\$32,545.06	\$32,545.06
	Total	\$32,545.05	\$32,545.06	\$65,090.11
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$1,542.42		\$1,542.42
	Postsecondary		\$33,893.71	\$33,893.71
	Total	\$1,542.42	\$33,893.71	\$35,436.13
PLAN TOTALS	Secondary	\$686,376.08		\$686,376.08
	Postsecondary		\$710,419.24	\$710,419.24
	Total	\$686,376.08	\$710,419.24	\$1,396,795.32

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$653,831.03	\$32,545.05	\$686,376.08
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$677,874.18	\$32,545.06	\$710,419.24
Budget Over /Short	\$0.00	\$0.00	\$0.00



370 Wabasha Street N., 6th Floor | Saint Paul, MN 55101-1800 | RealTimeTalent.org

RealTime Talent
370 Wabasha Street N., 6th Floor
St. Paul, MN 55101

QUOTE: CLNA SUPPORT SERVICES - POSTSECONDARY

DATE: APRIL 14, 2025

Alicia Reed
Career and Technical Education Specialist/Perkins Coordinator
Saint Paul College
235 Marshall Ave
Saint Paul, MN, 55102
Alicia.Reed@saintpaul.edu

QUOTE FOR:

2026 Comprehensive Local Needs Assessment,
including stakeholder consultation – Postsecondary
Quote valid for 30 days

Introduction

RealTime Talent proposes to provide support to Saint Paul Perkins Consortium's (SPPC) 2026 Comprehensive Local Needs Assessment and application to be submitted jointly by the secondary and postsecondary institutions in the region. <https://education.mn.gov/Maps/CTE/>

Timeline

A project timeline will be established and begun once a contract has been signed. Deliverables will be provided no later than April 15, 2026 to ensure the consortium can provide timely submission of the CLNA in May 2026.

Payment

The estimated cost of services outlined below is for Saint Paul College. **Total project costs will be split between Saint Paul Public Schools (SPPS) and Saint Paul College (SPC) at \$48,250 for SPC and \$36,250 for SPPS.** Individual contracts will be established with parties making payments. Payment may be made in installments over the project period as outlined in collaboration with the consortium. Upon signing of this scope of work, a detailed project work plan will be detailed and a mutually-agreed upon payment schedule aligning with deliverables will be established.

Minneapolis Regional Chamber Development Foundation SWIFT Vendor Number: 0000346126

Objectives

- To support the student performance (Element 1), program size, scope, and quality plus labor market alignment (critical aspects of Element 2), implementation of programs of study (Element 3), CTE professional career pathway mapping (critical aspects of Element 4), and evaluation of equity of access to programs of study (critical aspects of Element 5) of the Comprehensive Local Needs Assessment for the Saint Paul Perkins Consortium related to career and technical education in compliance with the requirements of Perkins V. This will include:
 - Trend analysis of student performance data as provided by the consortium to identify strengths, gaps, and opportunities for student subgroups and special populations
 - Mapping of significant labor market needs, including forecasted regional talent shortages and workforce skill mismatches over the next 3-5 years
 - Identification of key priorities and barriers for youth and adult career pathway intervention and CTE development in 6 career clusters for the Perkins Comprehensive Local Needs Assessment:
 - Health Science Technology
 - Engineering, Manufacturing, and Technology
 - Arts, Communications, and Information Systems
 - Agriculture, Food, and Natural Resources
 - Business, Management, and Administration
 - Human Services
 - Program alignment and gap analysis at the career pathway level across the general geography of the City of St. Paul
 - Facilitation of Consortium Strategy Sessions
 - Support for the elaboration of the reporting Framework and Narrative responses for submission with the Local Application
 - Updates on program improvements, alignment, and changing local needs since 2022, and 2024 CLNA submissions

Scope and Time Frame

Pending contracting, research services would begin in October 2023 and be delivered by April 15, 2026.

Activity	Expected Outcomes or Deliverables	Target Due Date	Estimated Cost of Services, SPC
Support to the Comprehensive Local Needs Assessment for	Phase 1: Comprehensive Labor Market Analysis Report to address core elements of the CLNA <ul style="list-style-type: none">• Student performance data analysis, including trend analysis for key indicators required by MDE (Element 1; dependent on	12/2025	\$10,750

CTE – Perkins V – Postsecondary Half	<p>data to be provided by the Saint Paul Perkins Consortium for analysis by RealTime Talent)¹</p> <ul style="list-style-type: none"> • Element 2: Size of Element 2 (Element 2 – Scope and Quality <u>not including</u> course sequencing/timing/curriculum, scheduling, policies, or teacher licensure to be completed in Phase 2) • NEW: includes four Phase 1 Strategy Session implementations: <ol style="list-style-type: none"> 1) Data Governance and Sharing Strategy Session; 2) POS Priorities Prep Session; 3) Advisory Committee Structure Session; 4) Student Performance Priorities Prep Session 		
	<p>Phase 2: Comprehensive Labor Market Analysis Report to address core elements of the CLNA</p> <ul style="list-style-type: none"> • Analysis of labor market data (Element 2) <ul style="list-style-type: none"> ○ Current employment data (including real-time, traditional LMI, and employer/student data where available) ○ Forecasted employment and talent shortage estimates for key occupations by sector (alternate forecasting)—3-5 yrs ○ Integration of prior Career Pathway Analysis elaborated for Saint Paul Public Schools in 2023 into full CLNA • Alignment of existing CTE programming to Labor Market Demand—Scope, and Quality (Element 2; <u>not including</u> course sequencing/timing/curriculum, scheduling, policies, or teacher licensure) • Initial implementation of Programs of Study Evaluation (Element 3) with ranking opportunities for CTE program development, partnership potential <ul style="list-style-type: none"> ○ Assess the local career pathway opportunities open to youth in the short and long-term (K-12 and Postsecondary) ○ Lists of local employers actively recruiting talent (utilizing TalentNeuron Recruit, EMSI) and connection to pathways of opportunity from Element 2 • CTE educator career pathway mapping highlighting local CTE Teacher talent supply opportunities and challenges (Element 4; <u>not including</u> full recruitment, retention, professional development, and training strategy development for CTE professionals) • Initial overview of consortia’s progress toward equal access to CTE programs for all students based on student performance data provided and local labor market opportunities (Element 5; <u>not including</u> policies, activities, 	4/2026	\$13,000

¹ Data not provided in a timely manner as agreed in the project pipeline may be subject to additional fee-for-service consulting hours.

	<p>structures, professional development, resources, curriculum, or educator components of this element)</p> <ul style="list-style-type: none"> ○ Priority areas to address equity issues ○ Opportunities for work-based learning, industry certifications, early postsecondary, and career development <ul style="list-style-type: none"> • NEW: includes three Phase 2 Strategy Session implementations: <ol style="list-style-type: none"> 1) Student Performance and Equity of Access Evaluation Session (E1, E5, N5, N9); 2) Program Size, Scope, and Quality Strategy Session (E2 and E3); 3) POS Planning and Prioritization Strategy Session (N2, N11, Spreadsheet). <p><i>*Includes written documentation of strategy discussion surrounding CLNA Needs and Priorities for Element 1, 2, 3, and 5, and Narratives 2, 5, 9, and 11 for use in 2026 submission documents.</i></p>		
Stakeholder Engagement – Postsecondary Half	<p>Employer/Industry Workshop(s): To vet and validate the initial local needs assessment findings and inform the future CTE plan. <u>2 Sector Workshops, 2.5hr (Target: 6 sectors split into 2 groups—30 employers per sector)</u></p> <ul style="list-style-type: none"> • Dedicated design and facilitation by RealTime Talent (3 facilitators) • 0.75 Hour – Welcome, CTE Introduction, Presentation of Local Needs Assessment findings for the sector • 1.25 Hour – Vetting Career Pathway Needs—Work sessions on specific topics identified (15min set the stage; 3x20 min sessions, i.e. Youth-Friendly Occupations in demand; Critical certifications/skill sets-Foundational and Mid-level; Employer Engagement Opportunities) • 0.5 Hour – Report back, Engagement, Expectations, Next Steps • Compilation of Employer Feedback, Findings, and Results from Workshops • Incorporation into report narrative 	2/2026	\$10,000
Faculty Program Alignment Focus Groups – Postsecondary Only	<p>Single event with Postsecondary CTE staff and faculty (1 large group workshop, breakouts by program area) in February 2024. Sample Agenda:</p> <ul style="list-style-type: none"> • 45 Minutes – Welcome, Presentation of Local Needs Assessment Findings / Industry Feedback • 1.5 Hours – Vetting Career Pathway Needs in Industry (2x45 min sessions, groupings by 6 program areas in 3 groups in separate rooms, 3 facilitators) • 45 Minutes – Report back, Engagement, Expectations, Next Steps • NOTE: Would require support from consortium leadership for hosting, welcoming, and sending event invitations/follow-up <p>Includes live polling, post-survey, and full analysis of findings from working groups/focus groups</p> <p><i>Requires event scheduling, educator outreach, space availability, materials, and management to be provided by the client.</i></p>	Spring 2026	\$4,000

Postsecondary Student Interest	With postsecondary students (1-2 hours, in-person or virtual with Saint Paul College students) in Spring 2024 Sample Design Approaches: <ul style="list-style-type: none"> • Workshop sessions • Open Space Technology Includes pre-survey, live polling, post-survey, and full analysis of findings from working groups/focus groups	Spring 2026	\$8,000
Add-On Consulting – Postsecondary half	25 hours of consultation and data advising and support (half paid by SPC and half paid by SPPS) for the completion of the Comprehensive Local Needs Assessment, Framework, Narrative, and other required materials for the CLNA and Local Application beyond strategy session time allocated to each phase. If time allows, the Consortium may use consultation hours to provide support to design additional engagement session processes, design long-term engagement strategies, or develop other content.	4/2026	\$2,500
Total Cost of Services			\$48,250

This is not a bill. Quote valid for 30 days.

Estimated Invoicing Schedule

Invoicing will occur as deliverables are provided.

12/31/2025

SPC - \$10,750

4/15/2026

SPC - \$37,500

Inclusions

This proposal addresses Elements 1 and 3 in near-entirety and critical portions of Elements 2, 4, and 5 of the Comprehensive Local Needs Assessment with a focus on regional labor market analysis and alignment of programming. Supplementary analysis or workshops beyond what is listed in this proposal can be negotiated with RealTime Talent at an additional rate. This proposal also includes any necessary travel to and from events related to this project. The consortium is responsible for the timely delivery of any student performance data or program data needed to run analysis associated with key elements of the CLNA. By signing, the Consortium agrees to work with RealTime Talent to provide any existing information they wish to have included in the final report in a timely manner as agreed to in the project plan.

Geography: Scope of work includes Saint Paul Perkins Consortium geography based on Saint Paul city limits. Summary insights at the 7-county metro level will be added for context where relevant. Adjustments to any exact boundaries and school district information to be confirmed by the consortium no later than 8/1/2025.

Populations of Focus: Students of regional K-12 institutions and local college; All youth ages 5-24 residing in the geographies listed above; Families of youth residing in the geography of the CTE Consortium.

Termination

Saint Paul College may terminate this agreement for any reason with thirty (30) days written notice.

Exclusions

This proposal does not include curriculum evaluation, course sequencing, additional stakeholder engagement, or teacher licensure evaluation which would be required to complete the Comprehensive Local

Needs Assessment. It does not include elaboration of the CLNA Framework or Narratives in their entirety, or Local Application, except in the context of add-on consulting hours used for this purpose.

The Saint Paul Perkins Consortium agrees to pay for the selected services above within 30 days of receipt of the final product(s) (email approval accepted in place of a signature).

Postsecondary Representative

Name and Title _____ Phone _____

Signature _____ Date _____

RealTime Talent Representative

Name and Title _____ Deb Broberg, Executive Director _____ Phone __612-889-2626_____

Signature _____ Date _____

District & Consortium	MDE Date Approved	Date Acquired	MDE Control Number	Asset Tag ID #	Serial Number
Saint Paul Perkins Consortium	12/12/2024	1/7/2025	25-22-105	332514E	B4420001-018054

Perkins Label?	Vendor	Item/Descriptio Qty	Total Cost	Funding Sourc % of Perkins
Y	Snap-On	Tire Pressure 1	\$1,366.41	Perkins 100%

Location/School	Room #	Teacher / Prog	Date of Last Pl	Status	Still in Use?	Disposition Date	Disposition Notes or Sale Price*
District Auto Center	1257	Ron Rybicka	4/10/2025	Purchase	Y		

#	Program	Date	Asset Description	Buyer	Supplier	Room	Value (USD)	PO Number	Building	Tagged
49		3/19/2019	APPLE - PYFN2LLA			1405	\$549.00	P0256200	SPC	YES
50		3/19/2019	APPLE - PYFN2LLA			1405	\$549.00	P0256200	SPC	YES
51		3/19/2019	APPLE - PYFN2LLA			1405	\$549.00	P0256200	SPC	YES
52		3/19/2019	OPTIPLEX 5070			2295	\$800.00	P0253712	SPC	YES
53		3/19/2019	OPTIPLEX 5070			2295	\$800.00	P0253712	SPC	YES
54		3/19/2019	OPTIPLEX 5070			2295	\$800.00	P0253712	SPC	YES
55		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
56		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
57		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
58		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
59		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
60		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
61		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
62		3/19/2019	IPAD			1405	\$549.00	P0245906	SPC	YES
63		3/19/2019	STERILIZER			2105	\$8,235.00	P0024024	SPC	YES
64		3/19/2019	STERILIZER			2105	\$8,235.00	P0024024	SPC	YES
65		3/19/2019	FLUID WARMER			2110	\$8,147.50	P0027920	SPC	YES
66		3/19/2019	CNC ROUTER			L180	\$88,590.00	32778	SPC	YES
67		3/19/2019	LAPTOP			3261	\$2,643.00	23313	SPC	YES
48		3/26/2019	TABLET			1270	\$399.00	27856	SPC	YES
47		4/16/2019	TABLET			1210	\$399.00	27856	SPC	YES
46		5/9/2019	SURGICAL LIGHTING			2420	\$17,950.00	31349	SPC	YES
45		7/3/2019	OVEN, GAS			1120	\$17,061.00	P0126322	SPC	YES
44		10/16/2019	TABLET			1470	\$399.00	27856	SPC	YES
43		11/15/2021	SIMULATOR SPRAY			L180	\$30,250.00	P0284105	SPC	YES
42	TRUCK DIESEL	5/23/2022	TRUCK			L490	\$80,050.00	P0313643	SPC	YES
68		3/23/2023	2014 Ford c-max energi sel 4d				\$ 7,640.00			
69		3/28/2023	Used 2012 Chevrolet Volt Sedan 4D				\$ 7,000.00			
		3/29/2023	SL300 Ironwood Sliding Saw Table				\$ 29,951.00			
		4/13/2023	Education kits for electrical class on alternative energy				\$ 5,425.88			
		4/17/2023	4-Channel Pico 4425A Vehicle Assessor Kit (PQ222)				\$ 6,586.14			
		4/21/2023	20 ea PlymoVent LM 2 Telescopic arm				\$ 38,800.00			
		5/5/2023	2 Ortho Gel Workstations				\$ 8,628.00			
35	AUTO	7/1/2023	Auto-SafeFireCabinet	Kimberly A Bienfang	TRI MARK HOCKENBERGS		\$1,443.57		SPC	
36	CNC	7/1/2023		Garrett Edward Byrne	C&C MACHINE TOOL INC		\$60,056.26		SPC	
37	AUTO	7/1/2023		Kimberly A Bienfang	AUTOMOTIVE ELECTRONICS SERVICES INC		\$4,499.00		SPC	
38		7/1/2023		Kimberly A Bienfang	SNAP ON INDUSTRIAL C		\$963.60		SPC	
39		7/1/2023		Kimberly A Bienfang	DELEGARD TOOL CO INC		\$555.84		SPC	
40		7/1/2023		Kimberly A Bienfang	DELEGARD TOOL CO INC		\$445.86		SPC	
41		7/1/2023		Kimberly A Bienfang	ELECTROMED INC		\$4,495.00		SPC	
22	AUTO	1/24/2024	Electrical Testing Meters rated for High-Voltage				\$2,056.00		SPC	
23	AUTO	1/24/2024	Electrical Meters for Testing High-Voltage Cables				\$1,998.00		SPC	
24	AUTO	1/24/2024	Electrical Meter/Voltage Detector				\$295.00		SPC	
25	AUTO	1/24/2024	Hibrid Diagnostic Book (useful for training & curriculum)				\$150.00		SPC	
26	CNC	1/24/2024	Kent RML-1440VT Precision Lat				\$40,000.00		SPC	
27	CNC	1/24/2024	DRO203 DIGITAL READOUT SYSTEM, 8'X40' SCALES, SUM				\$4,570.00		SPC	
28	CNC	1/24/2024	3-BS CXA QC TOOLPOST 5 PC S				\$2,292.00		SPC	
29	CNC	1/24/2024	5C FRONT MOUNT HAND WHEEL COLLET CHUCK, D1-11 Mount				\$3,800.00		SPC	
30	CNC	1/24/2024	10' 4-JAW INDEPENDENT CHUCK, HIGH QUALITY SERIES 144 WITH SOLID REVERSIBLE JAWS, D1-6 MOUNT				\$3,400.00		SPC	
31	CNC	1/24/2024	440V TO 230V BUCK TRANSFOR				\$2,500.00		SPC	
32	ELECMECH	1/24/2024	Electrical Technology-Motor Control Sequences				12,230.52		SPC	

[illegible]

Completing the Program of Study Spreadsheet

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

Saint Paul

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

RESOURCE LINKS

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

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

[Maps of Approved Secondary Programs](#)

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

[Minnesota State—Consortia Resources](#)

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

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

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

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

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

☐

[Insert "X" in the box to confirm]

[Secondary Consortium Leader]

[Postsecondary Consortium Leader]

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

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

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

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

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

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

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

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

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

Saint Paul	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3	
Career Field	Health_Science_Technology	Health_Science_Technology	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Health_Science	Health_Science	Business_Management_and_Administration	Business_Management_and_Administration	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Therapeutic_Services	Therapeutic_Services	Administrative_Support	Administrative_Support	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	(070300) Agape, Central, Como Park, Harding, Humboldt, Johnson, LEAP, Washington		(140710) Central, Como Park, Harding, Highland, Humboldt, Johnson, Washington, LEAP, AGAPE, Creative Arts		(170302) St. Paul HS Auto Center, Johnson, Central, OWL, Harding	
Postsecondary Partner Institutions	Saint_Paul_College_073	Please Select...	Saint_Paul_College_003	Please Select...	Saint_Paul_College_021	Please Select...
Postsecondary CTE Program #1	Nursing Assistant/Home Health Aide	Please Select...	Office Management Professional	Please Select...	Automotive Service Technician	Please Select...
Postsecondary CTE Program #2	Respiratory Care Practitioner/Therapist	Please Select...		Please Select...	Medium and Heavy Duty Truck Technician	Please Select...
Postsecondary CTE Program #3	Pharmacy Technician	Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) St. Paul (009090) St. Paul		(000750) St. Paul (009090) St. Paul		(000750) St. Paul (009090) St. Paul	
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

Saint Paul	State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	STEM	STEM	Information_Technology	Information_Technology
Career Pathway	Construction	Construction	Engineering_and_Technology	Engineering_and_Technology	Programming_and_Software_Development	Programming_and_Software_Development
High Schools & Approved CTE Programs (Table C)	(171000) Central, Gordon Parks, Highland, Johnson, Washington		(170302) Johnson and OWL (171000) Johnson (171502) Highland, Humboldt, Johnson		(171512) Central, Harding, Highland, Johnson, and Washington	
Postsecondary Partner Institutions	Saint_Paul_College_011	Please Select...	Saint_Paul_College_019	Please Select...	Saint_Paul_College_059	Please Select...
Postsecondary CTE Program #1	Carpentry	Please Select...	Engineering Broad Field	Please Select...	Computer Programming	Please Select...
Postsecondary CTE Program #2	Plumbing	Please Select...		Please Select...	CyberSecurity	Please Select...
Postsecondary CTE Program #3	Electrical Technology	Please Select...	171502: Highland, Humboldt, Johnson	Please Select...	Java Programming	Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) St. Paul (009090) St. Paul		(000750) St. Paul (009090) St. Paul		(000750) St. Paul (009090) St. Paul	
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

Saint Paul	State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9	
Career Field	Business_Management_Administration	Business_Management_Administration				
Career Cluster	Hospitality_and_Tourism	Hospitality_and_Tourism				
Career Pathway	Restaurants_and_Food_Beverage_Serv ices	Restaurants_and_Food_Beverage_Servi ces				
High Schools & Approved CTE Programs (Table C)	(090101) Central, Harding, Washington					
Postsecondary Partner Institutions	Saint_Paul_College_064	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1	Culinary Arts	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) St. Paul (009090) St. Paul					
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

Saint Paul	State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field						
Career Cluster						
Career Pathway						
High Schools & Approved CTE Programs (Table C)						
Postsecondary Partner Institutions		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs						
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

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

Saint Paul	POS 1		POS 2	
Career Field	Health_Science_Technology	Health_Science_Technology	Business_Management_Administration	Business_Management_Administration
Career Cluster	Health_Science	Health_Science	Business_Management_and_Administra tion	Business_Management_and_Administra tion
Career Pathway	Therapeutic_Services	Therapeutic_Services	Administrative_Support	Administrative_Support
High Schools & Approved CTE Programs (Table C)	(070300) Como Park, Highland, Humboldt, Johnson, LEAP, Washington		(140710) Central, Como Park, Harding, Highland, Humboldt, Johnson, Washington, LEAP, AGAPE, Creative Arts	
Postsecondary Partner Institutions	Saint_Paul_College_073	Anoka_Technical_College_073	Saint_Paul_College_003	Saint_Paul_College_003
Postsecondary CTE Program #1	Nursing Assistant/Home Health Aide	Nursing Assistant/Home Health Aide	Office Management Professional	Please Select...
Postsecondary CTE Program #2	Respiratory Care Practitioner/Therapist	Please Select...		Please Select...
Postsecondary CTE Program #3	Pharmacy Technician	Please Select...		Please Select...
State-Recognized	Yes			
Funding Priority	Priority 2		Priority 3	
Interdisciplinary CTE- Related Courses (optional)				

Saint Paul	POS 3		POS 4	
Career Field	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y
Career Cluster	Transportation_Distribution_and_Logist ics	Transportation_Distribution_and_Logist ics	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Facility_and_Mobile_Equipment_Maint enance	Facility_and_Mobile_Equipment_Maint enance	Construction	Construction
High Schools & Approved CTE Programs (Table C)	(170302) St. Paul HS Auto Center, Johnson, Central, OWL, Harding		(171000) Central, Gordon Parks, Highland, Johnson, Washington	
Postsecondary Partner Institutions	Saint_Paul_College_021	Northland_Community_Technical_Colle ge_021	Saint_Paul_College_011	Please Select...
Postsecondary CTE Program #1	Automotive Service Technician	Aviation Maintenance Technology	Carpentry	Please Select...
Postsecondary CTE Program #2	Medium and Heavy Duty Truck Technician	Please Select...	Plumbing	Please Select...
Postsecondary CTE Program #3		Please Select...	Electrical Technology	Please Select...
State-Recognized				
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE- Related Courses (optional)				

Saint Paul	POS 5		POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	STEM	STEM	Information_Technology	Information_Technology
Career Pathway	Engineering_and_Technology	Engineering_and_Technology	Programming_and_Software_Development	Programming_and_Software_Development
High Schools & Approved CTE Programs (Table C)	(170302) Johnson and OWL, (171000) Johnson (171502) Highland, Humboldt, Johnson		(171512) Central, Harding, Highland, Johnson, and Washington	
Postsecondary Partner Institutions	Saint_Paul_College_019	Please Select...	Saint_Paul_College_059	Please Select...
Postsecondary CTE Program #1	Engineering Broad Field	Please Select...	Computer Programming	Please Select...
Postsecondary CTE Program #2		Please Select...	CyberSecurity	Please Select...
Postsecondary CTE Program #3		Please Select...	Java Programming	Please Select...
State-Recognized				
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)				

Saint Paul	POS 7		POS 8	
Career Field	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Hospitality_and_Tourism	Hospitality_and_Tourism	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Plant_Systems	Plant_Systems
High Schools & Approved CTE Programs (Table C)	(090101) Central, Harding, Washington		Como, Gordon, Highland, Humboldt, Open World Learning (019901)	
Postsecondary Partner Institutions	Saint_Paul_College_064	Please Select...	Hennepin_Technical_College_053	Please Select...
Postsecondary CTE Program #1	Culinary Arts	Please Select...	Landscape/Horticulture	Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 2		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

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

Saint Paul Consortium Perkins V Governance

1. Purpose

The purpose of the Saint Paul Consortium Governance is to provide clear guidance and structure for the effective operation, coordination, and accountability of the consortium. This outlines the shared vision, governance framework, financial stewardship, and operational practices that support equitable access to high-quality Career and Technical Education (CTE) across member institutions. It serves as a foundational reference to ensure compliance with state and federal requirements, foster collaboration among stakeholders, and promote continuous improvement in service to students and the broader community.

2. Goals

1. **Promote Equity and Access**
Ensure all students, including those from underserved and underrepresented populations, have equitable access to high-quality Career and Technical Education (CTE) programs and resources.
2. **Strengthen Collaboration Among Partners**
Foster ongoing communication and partnership among member districts, postsecondary institutions, and community stakeholders to align efforts and share best practices.
3. **Ensure Compliance and Accountability**
Maintain full compliance with federal and state Perkins V requirements through accurate data reporting, monitoring, and documentation of consortium activities.
4. **Support Program Quality and Innovation**
Encourage continuous improvement and innovation in CTE programming through data-driven decision-making, professional development, and strategic use of resources.
5. **Enhance Career Pathways and Student Outcomes**
Develop and sustain clear, high-quality career pathways that support student success from exploration through postsecondary transition and employment.

3. Governance

3.1 Board

The Saint Paul Perkins Consortium Board provides oversight and strategic direction for the consortium's work. It is composed of key representatives from secondary and postsecondary institutions, including Perkins coordinators, administrators, and other stakeholders. The board meets regularly to **review goals, monitor progress, approve budgets, and ensure compliance with all regulatory requirements.** The board functions in an advisory capacity and is committed to inclusive, transparent decision-making that reflects the diverse needs of the consortium.

Members of the board:

o SPPS members:

- Secondary Perkins Coordinator
- Career Pathways Supervisor
- Partnership Specialist
- Career Pathway Development Coordinator
- Engagement Specialist
- CTE Content Lead Coordinator
- SPPS CTE Teacher
- SPPS CTE Teacher

o SPC members:

- Postsecondary Perkins Coordinator
- CTE Dean
- CTE Dean
- Dean of Students
- Director of College Partnerships
- SPC CTE Faculty
- SPC CTE Faculty

The board will meet **twice annually**:

- **Fall Semester Meeting:** Held in October to review current year implementation, assess progress, and begin early planning for the next cycle.
- **Spring Semester Meeting:** Held in April to review submitted proposals and funding requests, approve committee recommendations, finalize budget allocations, and prepare for the May 1 Local Application submission.

Depending on the need and strategic focus, additional stakeholders—including faculty, staff, community partners, and students—may be invited to attend Board meetings to provide input, share expertise, or contribute to decision-making.

3.2 Leadership Team

The secondary and postsecondary Perkins coordinators meet bi-weekly (or as needed) to:

- Share updates, successes, challenges
- Discuss upcoming CTE events
- Review applications and reports (local application, reallocation, annual performance report)

3.3 Work Committees

If needed based on the Board, subject matter experts would be formed as work committees to support specific functions and strategic priorities of the consortium. These committees can focus on but are not limited to Equity & Access for Special

Populations, Data & Accountability, and Programs of Study. Each committee is composed of consortium members and partners with relevant expertise and interests.

Once established, each work committee will determine their meeting dates and frequency dependent on their progress and needs. They can provide updates to the board and contribute recommendations that align with consortium goals and state/federal expectations.

4. Budget

The consortium budget serves as a strategic financial plan that aligns available resources with identified priorities and goals. A well-managed budget ensures fiscal responsibility, transparency, and compliance with Perkins V regulations. It enables effective planning, equitable distribution of funds, and supports programs that improve student outcomes and close equity and equality gaps. Careful monitoring and reporting of expenditures promote accountability and allow for timely adjustments to meet evolving needs. Through collaborative input and ongoing evaluation, the budget becomes a tool for maximizing impact and sustaining high-quality CTE programming across the consortium.

Purchasing Request Process at Saint Paul College (SPC):

Step 1: Confirm Eligibility

- Ensure your purchase or activity is aligned with the approved budget or program goals. *Fund Usage Guidelines is provided with the **Perkins Funding Request Form**.*
- If unsure, consult with the Perkins Coordinator.

Step 2: Complete Request Form

- Fill out a Perkins Funding Request Form, including:
 - Description of item/service
 - Cost estimate or quote
 - Purpose and how it supports program goals
 - Timeline (when it is needed)
 - Vendor information (if known)

Step 3: Submit for Review

- Send the completed form to the Perkins Coordinator.
- Include any supporting documents (e.g., vendor quote, emails of justification, event flyers).

Step 4: Approval and Feedback

- The request is reviewed within 5 business days.
- You'll receive:
 - Approval to proceed and Workday instructions, including Grant number, Additional Worktags and Activity - Narratives, or
 - A request for revision or/and clarification

Step 5: Place Order

- Once approved, submit a purchase requisition through Workday.
- For services (e.g., PD or travel), coordinate with your administrative assistant or contact the Perkins Coordinator, if unsure.

Step 6: Keep Records

- Save all:
 - Invoices
 - Packing slips
 - Confirmations or reports

These will be needed for compliance and auditing.

Step 7: Report Use of Funds

- If required, submit a brief impact summary or report.
 - How the funds were used
 - Who benefited (students, staff)
 - Outcomes or feedback

Purchasing Request Process at Saint Paul Public Schools (SPPS):

1. CTE teachers submit a request for equipment aligned with approved Perkins-funded initiatives on an on-going basis. The request is reviewed by the consortium coordinator, Career Pathways Supervisor, and CTE Content lead. The Perkins coordinator will make the decision on pre-approving or approving equipment funded by Perkins.
2. Pre-approval: If the unit cost of equipment exceeds \$1,000 and/or if the sum of multiple equipment is \$1,000 or more, the Perkins coordinator will complete and submit the MDE Equipment Approval Form and will include the quote from the vendor to MDE. Once approved by MDE, the purchase process may begin.

5. Inventory

The inventory system is a vital component of the consortium's asset management strategy. It ensures accurate tracking, responsible use, and regular maintenance of equipment and resources purchased with Perkins and consortium funds. A well-maintained inventory supports transparency, reduces loss or duplication, and ensures that resources are available where and when they are needed most. By monitoring usage and condition, the consortium can make informed decisions about upgrades or reassignments to better serve instructional goals and student success. A combined inventory will be maintained throughout the year and will be submitted with the local application every year.

Inventory Process at Saint Paul College (SPC):

1. **Purchase Initiation:** Faculty or program staff submit a request for equipment aligned with approved Perkins-funded initiatives. The request is reviewed and approved by the consortium coordinator and purchasing department.
2. **Order Placement:** Once approved, a purchase order is generated and submitted to the vendor through the college's procurement system.
3. **Delivery and Receiving:** Upon arrival, the Central Receiving department logs the delivery date, inspects the shipment for accuracy and damage, and notifies the requestor.
4. **Inventory Tagging:** Equipment is assigned a unique asset or inventory tag and recorded in the college's inventory management system, noting the funding source, location, department, and responsible staff.
5. **Distribution and Setup:** Equipment is delivered to the appropriate department or classroom. IT or facilities staff assist with installation or configuration, if necessary.
6. **Verification and Documentation:** A final verification is conducted to confirm proper delivery, condition, and use. Documentation is retained for auditing and compliance purposes.
7. **Ongoing Monitoring:** Equipment is subject to regular review and inventory checks. Updates on equipment condition, reassignment, or disposal are logged in accordance with college and Perkins guidelines.

Inventory Process at Saint Paul Public Schools (SPPS):

3. After the request has been approved, asset tags would then be requested from the school district's Assets/Inventory Assistant.
4. Upon arrival, the teacher will inform the Perkins coordinator and the Engagement Specialist of the delivery date.
5. Asset tags and Perkins funded stickers would be delivered and placed on equipment.
6. Information including: MDE Approval Date, Delivery Date, MDE Control Number, PO Number, Asset tag number, serial number, Perkins Label, Vendor, Item Description, Total Cost, Funding Source, Location, Room Number, Teacher, Date of Inventory, Still in Use, and Disposition Date (if applicable) of Perkins funded equipment will be entered into the Secondary Perkins Inventory document.
7. The signed approved MDE Equipment Approval Form and quote will be saved, uploaded, and stored in the Perkins Purchasing labeled folder in the Share Drive.
8. A physical inventory of Perkins funded equipment will be conducted every two years.
9. District protocols will be followed if equipment is no longer functioning or is missing. The Secondary Perkins Inventory document will be updated with that information.

6. Timeline

To ensure timely planning, compliance, and implementation of all consortium activities, the following key dates and milestones are observed each year:

- **October 1** - Annual Performance Report (APR) Due.
- **October** - Fall Governance Meeting
- **April** - Spring Governance Meeting
- **April 15** – Faculty and staff deadline to submit funding requests, proposals, and documentation for Perkins-supported activities and equipment.
- **May 1** – Local Application is due to the state. This application includes funding priorities, narrative responses, performance data, and proposed expenditures for the upcoming fiscal year.
- **June 30** – All services, equipment purchases, and funded activities must be completed and received by this date to comply with year-end reporting and auditing requirements.

Recommended Board Meetings:

To ensure meaningful governance input and oversight, the Consortium Board should meet in early October and early April—preferably during the **first or second week of October and April**. This allows time to:

- Review submitted proposals and funding requests,
- Approve recommendations from standing committees,
- Finalize budget allocations,
- Provide input before the Local Application is submitted on May 1.

Position Number	Position Title	Name (FirstName LastName)	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or Both	Narrative(s) in Which Funding Reported	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.			
1	Perkins Grant Coordinator	Betty Yang	100%	Secondary	2/14/2022	\$121,545	Basic	10	data, equipment, and reporting alignment.			
2	Engagement Specialist	Tracy Tomberlin	100%	Secondary	7/1/2024	\$91,741	Basic	5, 10	No change from previous two-year plan			
3	Career Pathways Supervisor	Anna Morawiecki	25%	Secondary	7/1/2022	\$32,984	Basic	10	Advise principals and administration on career pathway development and programming – Review student data and lead efforts to increase performance indicators	Reduction from 50% to 25%		
4	CTE Content Lead	Joshua Dery	25%	Secondary	7/1/2023	\$32,532	Basic	8, 10	See updated job description.	Reduction from 50% to 25%		
5	Career Pathways Coordinator	Hannah Chan	25%	Secondary	7/1/2022	\$33,819	Basic	2, 6	Research and develop CTE pathways including new apprenticeship opportunities. Develop articulated Business Pathway districtwide. Research funding support for certifications.			
6	Partnership Specialist	Bre Galuska	20%	Secondary	7/1/2023	\$22,891.99	Reserve	11	No change from previous two-year plan			
7	Perkins Coordinator	Alicia Reed	100%	Postsecondary	7/10/1905	\$99,632.58	Basic	10				
8	Health Pathways Advisor	Hannah H	50%	Postsecondary	10/1/2023	\$49,815.76	Basic	2				
9	Accessibility Specialist	One Yang	50%	Postsecondary	5/2/2022	\$49,937.66	Basic	5				
10	College Partnerships- NEW	VACANT	50%	Postsecondary	Vacant	\$51,019.80	Basic	7				
11	ESL-English Foundations-Writing	Final Interview in place	50%	Postsecondary	Vacant	\$43,701.68	Basic	5				
12	Science Study Coordinator	Derek Arrowood	25%	Postsecondary	12/4/2024	\$21,509.52	Basic	2,5				
13	GLP/Navigator-Employee Relations	Final Interview in place	50%	Postsecondary	Vacant	\$49,815.76	Basic	5				
14	Professional Math Tutor	Fikremariam Ghirmal	60%	Postsecondary	11/18/2020	\$49,937.66	Basic	2				
15												
16						\$312,620						
17						\$415,370						
18												
19												
20												




STATEMENT OF ASSURANCES & CERTIFICATIONS

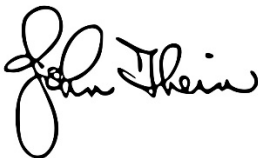
1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>Saint Paul College</u>	
College President's Name (Print): <u>Deidra Peaslee</u>	
	
Signature	<u>4/3/2025</u> Date
email: <u>deidra.peaslee@saintpaul.edu</u>	
Phone: <u>651-846-1364</u>	

District Name: <u>Independent School District No. 625</u>	
District Number/Type: <u>625</u>	
Superintendent's Name – (Print): <u>John Thein</u>	
	
Signature	<u>3/28/25</u> Date

email: John.Thein@spps.org

Phone: 651-767-8100



MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

(Duplicate as needed)