



## **FY23 Great River Perkins**

Prepared by Great River Consortium  
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**Submitted by Brian Koslofksy**

**Submitted on 07/22/2022 3:01 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, Interim State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohm@minnstate.edu

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

### Award Information

Award Period

07/01/2022 - 06/30/2023

### Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

### Technical Assistance Session

Technical Assistance Session

No

### Eligibility Information

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

### Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

## **Project Information**

### **Application Information**

Application Name

FY23 Great River Perkins

Award Requested

\$860,046.83

Total Award Budget

\$860,046.83

### **Primary Contact Information**

Name

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1405 3rd Ave NE  
Buffalo, MN 55313

Phone Number

## **Project Description**

### **Consortium Membership List**

#### **Consortium Membership List**

#### **Consortium Membership**

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

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

**CLNA Results**

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium’s CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

**CLNA Process**

The Great River Perkins Consortium (GRPC) contracted with RealTime Talent (RTT) to support the elaboration of Elements 1, 2, and 3 of the Comprehensive Local Needs Assessment (CLNA) for this reporting year. From August 2020 through April 2022, RTT provided analysis of student performance data, labor market information, and program size, scope, and quality information including the design and analysis of a secondary student interest survey, which was disseminated in January and February 2022.

Based on the findings of the CLNA, the GRPC will prioritize increased access to programming and success of students in the following areas:

- Four-year graduation rates: supporting CTE programs of study to help support an increase in graduation rates
- Post-program placement: increase courses that articulate with post secondary institutions through programs of study especially in career fields that are in demand
- Nontraditional program concentration: innovation to support students who are underserved

Continuing to work with our consortium partners to support all students regardless of circumstance, we aim to provide opportunities inside and outside of the school day. We will continue to support activities such as EPIC, student organizations, career and college exploration, and other activities that assist students in their future planning. Utilizing our mini-grant process, we work to solicit new and innovative ideas with funds specifically targeted to enhance equity and inclusion. Our mini-grant process gives our stakeholders an opportunity to think outside-the-box with new solutions to solve identified gaps. Our mini grant process gives GRPC schools the opportunity to apply for additional funds to support new and innovative programming, improve access, and upgrade to industry-standard equipment. Each school’s application is reviewed by the GRPC governing board with priority given to those requests which are new and innovative or create accessibility with emphasis in recruitment and retention of special populations and non-traditional learners.

The Table Below is the outline of our spending priorities as derived from our CLNA Framework.

Priority Ranking	Career Field	Career Cluster	Career Pathway	High Schools & Approved CTE Programs (Table C)	Postsecondary CTE Program	Postsecondary Institutions	State-Recognized	Dual Enrollment Opportunities
1a	Engineering, Manufacturing, and Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Kimball (170302) Big Lake (171710) Melrose, Paynesville, Sartell, St. Cloud, Wright Tech Center (170302, 009090)	Automotive Technician	St. Cloud Technical and Community College	Yes	Yes

1b	Engineering, Manufacturing, and Technology	Manufacturing	Production	Albany, Rockford (171000) Paynesville (170302) Albany, Kimball, Melrose, Monticello, Sartell, Sauk Rapids, St. Cloud, St. Michael-Albertville, Wright Tech Center (171710)	Welding	St. Cloud Technical and Community College	Yes	Yes
2a	Business, Management, and Administration	Marketing	Marketing Management	Ogilvie, Albany, Holdingford, Foley, Annandale, Becker, Big Lake, Buffalo, Howard Lake-Waverly-Winsted, Monticello, Rockford, St. Michael-Albertville, Royalton (140710) Sartell, Milaca (140710, 149090) Sauk Rapids-Rice (040800, 049090, 140710, 149090) St. Cloud (040800)	Marketing	St. Cloud Technical and Community College	Yes	No
2b	Engineering, Manufacturing, and Technology	Architecture and Construction	Construction	Albany, Big Lake, Delano, Kimball, Melrose, Milaca, Monticello, Ogilvie, Rockford, ROCORI, Sauk Rapids, St. Cloud, St. Micheal-Albertville, Wright Tech Center (171000)	Architectural Construction	St. Cloud Technical and Community College	No	No

2c	Agriculture, Food, and Natural Resources	Agriculture, Food, and Natural Resources	Power, Structural, and Technical Systems	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton (019901)			No	No
3a	Human Services	Education and Training	Teaching/Training	Albany, Big Lake, Buffalo, Foley, Holdingford, Kimball, Maple Lake, Melrose, Milaca, Monticello, Sartell, Sauk Rapids, St. Cloud, St. Michael-Albertville, ROCORI, (090101) Wright Tech Center (090201, 090204)	Early Childhood Development, Child and Adult Care and Education	St. Cloud Technical and Community College	Yes	No
3b	Arts, Communications, and Information Systems	Arts, A/V Technology, and Communications	Visual Arts	Kimball (140710)  Milaca, Ogilvie (140710, 009090)  St. Cloud (009090)  St. Michael-Albertville (171502, 171512)  Big Lake, Monticello, Sartell, Sauk Rapids-Rice, St. Cloud, Wright Tech Center (171502, 009090)	Graphic Design, Media Technologies	Central Lakes College	Yes	No



3c	Business, Management, and Administration	Hospitality and Tourism	Restaurants and Food/Beverage Services	Albany, Big Lake, Buffalo, Foley, Holdingford, Kimball, Melrose, Monticello, Rocori, Sartell, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville (090101)	Culinary Arts	St. Cloud Technical and Community College	Yes	No
3d	Agriculture, Food, and Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, ROCOR, Rockford, Sauk Rapids, Wright Tech Center (019901)			No	No
Reserve	Health Science Technology	Health Science	Therapeutic Services	Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center (070300)	Nursing Assistant (CNA)	St. Cloud Technical and Community College	Yes	Yes

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Upload your completed CLNA Framework

FINAL GRPC\_2022\_Perkins-V-CLNA-Reporting-Framework 050622.pdf

**Narrative 2: Programs of Study**

**Programs of Study Narrative**

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium's CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

*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. [Go to Perkins Operational Handbook, page 18.](#)*

Enter your responses to Narrative #2 in the space provided below:

Based on the CLNA assessment, the GRPC will prioritize the following programs of study:

Priority Ranking	Career Field	Career Cluster	Career Pathway	High Schools & Approved CTE Programs (Table C)	Postsecondary CTE Program	Postsecondary Institutions	State-Recognized	Dual Enrollment Opportunities
1a	Engineering, Manufacturing, and Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Kimball (170302) Big Lake (171710) Melrose, Paynesville, Sartell, St. Cloud, Wright Tech Center (170302, 009090)	Automotive Technician	St. Cloud Technical and Community College	Yes	Yes
1b	Engineering, Manufacturing, and Technology	Manufacturing	Production	Albany, Rockford (171000) Paynesville (170302) Albany, Kimball, Melrose, Monticello, Sartell, Sauk Rapids, St. Cloud, St. Michael-Albertville, Wright Tech Center (171710)	Welding	St. Cloud Technical and Community College	Yes	Yes

2a	Business, Management, and Administration	Marketing	Marketing Management	<p>Ogilvie, Albany, Holdingford, Foley, Annandale, Becker, Big Lake, Buffalo, Howard Lake-Waverly-Winsted, Monticello, Rockford, St. Michael-Albertville, Royalton (140710)</p> <p>Sartell, Milaca (140710, 149090)</p> <p>Sauk Rapids-Rice (040800, 049090, 140710, 149090)</p> <p>St. Cloud (040800)</p>	Marketing	St. Cloud Technical and Community College	Yes	No
2b	Engineering, Manufacturing, and Technology	Architecture and Construction	Construction	<p>Albany, Big Lake, Delano, Kimball, Melrose, Milaca, Monticello, Ogilvie, Rockford, ROCORI, Sauk Rapids, St. Cloud, St. Micheal-Albertville, Wright Tech Center (171000)</p>	Architectural Construction	St. Cloud Technical and Community College	No	No
2c	Agriculture, Food, and Natural Resources	Agriculture, Food, and Natural Resources	Power, Structural, and Technical Systems	<p>Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Milaca, Ogilvie, Paynesville, Royalton (019901)</p>			No	No

3a	Human Services	Education and Training	Teaching/Training	Albany, Big Lake, Buffalo, Foley, Holdingford, Kimball, Maple Lake, Melrose, Milaca, Monticello, Sartell, Sauk Rapids, St. Cloud, St. Michael-Albertville, ROCORI, (090101) Wright Tech Center (090201, 090204)	Early Childhood Development, Child and Adult Care and Education	St. Cloud Technical and Community College	Yes	No
3b	Arts, Communications, and Information Systems	Arts, A/V Technology, and Communications	Visual Arts	Kimball (140710)  Milaca, Ogilvie (140710, 009090)  St. Cloud (009090)  St. Michael-Albertville (171502, 171512)  Big Lake, Monticello, Sartell, Sauk Rapids-Rice, St. Cloud, Wright Tech Center (171502, 009090)	Graphic Design, Media Technologies	Central Lakes College	Yes	No
3c	Business, Management, and Administration	Hospitality and Tourism	Restaurants and Food/Beverage Services	Albany, Big Lake, Buffalo, Foley, Holdingford, Kimball, Melrose, Monticello, Rocori, Sartell, Sauk Rapids-Rice, St. Cloud, St. Michael-Albertville (090101)	Culinary Arts	St. Cloud Technical and Community College	Yes	No

3d	Agriculture, Food, and Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Albany, Buffalo, Foley, Holdingford, Howard Lake-Waverly, Kimball, Melrose, Milaca, Ogilvie, Paynesville, Royalton, ROCORI, Rockford, Sauk Rapids, Wright Tech Center (019901)			No	No
Reserve	Health Science Technology	Health Science	Therapeutic Services	Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center (070300)	Nursing Assistant (CNA)	St. Cloud Technical and Community College	Yes	Yes

1. 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. For example: EPIC Career Day, EPIC for Influencers, MCIS, POS related field trips, student organization activities. MCIS is fully funded for the 22-23 school year for the purpose of allowing schools to offer career exploration, specifically having their students complete the career interest inventory; which data is used in our CLNA as well as our grant. This will be the last year of fully funding MCIS at the consortium level. Schools may continue to request the funding of MCIS for their use in CTE after next school year.

2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. For example, CTE core workshop, SCTCC counselor workshop, SCTCC articulation meetings, SCTCC Tech Ed Teacher workshops. Professional development activities and workshops offered by various industry and education partners including student organizations. In our budget narrative, supplies and materials for meetings including instructor workshops to help bolster skills to better align articulated pathways. No Perkins funds are spent on materials or supplies for students in this area.

3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations. For example, in addition to items mentioned above, provide the acquisition and upgrade of industry standard equipment. Equipment requests from secondary schools will be prioritized based on CLNA results. Equipment will be purchased following MDE guidelines.

4. Support integration of academic skills into CTE programs and programs of study. For example, providing staffing support and resources for new initiatives, such as, Geometry in Construction Design and other interdisciplinary CTE courses that are in development.

5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators. For example, finalize and implement the health sciences initiative, supporting technical skill assessment, continue the use of mini grants to foster innovation from member schools, summer opportunities for students - CareerOne, Scrubs and NitroX camp.

6. 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 report. For example, contracting with RealTime Talent for CLNA, student interest survey, partnering with CareerSolutions and DEED.

7. Continue to pursue POS alignment in Ag through brokering with CLC.

8. Distribute results of the CLNA and framework as well as program of study spreadsheets to member districts. This will help facilitate continuous evaluation and improvement of our programs of study.

9. Fund TSAs in fields which have concentrators; Sauk Rapids-Rice HS-Prostart/Culinary and Marketing, AYES in Discovery Academy, and programs at Wright Tech Center, which align with our approved programs of study's funding priorities. All of our TSAs are in programs where there are concentrators, and all of those programs align with our state approved programs of study. We continue to use TSAs in our exemplary programs with results and information being shared across the consortium. TSAs are also used in our work with articulation at SCTCC.

10. Advisory meetings for consortium schools at least twice per year. These meetings provide input into the programs of study along with funding priorities to help steer Perkins work and funding. Results of the CLNA, Labor Market Data

are shared with the advisory committee members at these meetings to help guide our funding priorities.

The table Element 3 Page 40 from our CLNA framework, is our one of our guiding documents as we prioritize our spending on programs of study.

Based specifically on the secondary student survey results, the GRPC will prioritize the following career exploration options:

- Dual and concurrent enrollment across all programs;
- Access to paid internships and work experience across all programs;
- College course offerings and career readiness courses for Health Science programs;
- Short-term certificate opportunities in Arts, Audio/Video Technology, and Architecture and Construction programs;
- Job site tour opportunities for Architecture and Construction, as well as Agriculture, Food, and Natural Resources programs.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

GRPC POS Spreadsheet 072222.xlsx

**Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies****WIOA Narrative**

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

Members of our consortium serve on area Career Boards from CareerSolutions, which meet monthly to ensure unduplicated services are secured throughout the community for various clients and community members.

GRPC will help fund CareerONE summer enrichment programming in conjunction with CareerSolutions for at-risk and/or disadvantaged youth in St. Cloud and surrounding communities. This is a joint venture between GRPC, CareerSolutions and SCTCC.

The EPIC (Exploring Potential Interests and Careers) Day and EPIC for Influencers have been cooperative ventures with many community industries and organizations joining together to educate secondary students and influencers on the vast career paths available within our area. Members of our consortium serve on the EPIC board and are vital in preparing for and operating these events. We also work collaboratively with the Greater St. Cloud Development Corporation (GSDC) and our local economic development boards.

Our consortium provides funding for all secondary schools to offer and implement MCIS as a career planning tool. CTE secondary students are encouraged to complete the Career Inventory on MCIS prior to graduation. The minimum for MCIS funding is that schools have students complete their interest inventory before graduation, most schools go beyond that simple exercise and embed MCIS activities throughout CTE coursework.

Utilizing both MCIS and MN DEED, students will have up-to-date career information for our local area and state. MN DEED representatives will be invited to GRPC governing board meetings regularly explain and update the group with current labor market data, which will be of utmost importance as we have recently transitioned back to in-person meetings and courses after the pandemic.

SCTCC offers Focus2Career, a career exploration program for all SCTCC students, as well as, secondary ISD 742 students participating in the "Rising Sophomores Academy" offered on campus.

The CLNA information and data will be shared to all stakeholders, including consortium schools, secondary and postsecondary administration, local workforce development organizations, and industry advisory boards with special attention paid to our analysis of labor market data.

Originating from area industry feedback and employment data, District 742 has written and implemented a 9<sup>th</sup> grade Career Course (EPIC: Exploring Potential Interests and Careers), which exposes students to each career field of MDE's Career Wheel. Students participate in hands-on projects along with modules prescribed to bolster employability skills, which align with MDE's College and Career Readiness Domains and Competencies of Employability, Mindsets and Social Awareness, Transitional Knowledge, and Career Development.

District 742 continues with the Office of High Education's Gear Up, Get Ready grant for students in 6-12 grade. Students enrolled in this course, promote their own exploration of personal and social identity, individual skills and interests, learning techniques for academic success, the world of career choices, and options for extending the education process beyond high school.

SCTCC will assist ISD 742 in their Gear Up program by supplying faculty and other speakers for the classes to promote different

CTE related fields and opportunities, such as promotion of Discovery Academy courses or Scrubs camp.

SCTCC's Career Center Director and GRPC Board will work together on ways to help share career exploration opportunities with resources with secondary and postsecondary CTE students.

For the past 32 years SCTCC has hosted an annual job fair in the Spring. It is traditionally one of the largest and longest-running fairs of its kind in Central Minnesota, bringing in almost 200 employers annually. SCTCC was able to bring it back to in-person in 2022. In the weeks prior to the event the SCTCC Career Center holds numerous prep sessions for the students, such as resume writing, employer panels, interview tips, etc.

SCTCC continues to host Forecast Your Future events. Each event focuses on a particular CTE program area of the college - such as manufacturing, construction, health, culinary, transportation and business careers.

Secondary schools in GRPC partner with several neighboring technical and community colleges to offer pathways for students to seamlessly transition into college with the potential of earning college credit while still in high school.

SCTCC has a Veterans Resource Center on campus for additional support for military personnel. The VRC is a dedicated space for veterans, current service members and dependents to find information and resources on a variety of subjects, such as benefits, employment and community events. It provides a place for peer networking, studying or just relaxing in between classes.

SCTCC and GRPC continues to support the annual Tour of Manufacturing, which is hosted in collaboration with the Central Minnesota Manufacturing Association. Not only do the businesses give tours, they also promote job postings and accept job applications on the spot. Employees provide career guidance and information about the pathway being represented by each of the businesses.

SCTCC hosts our GRPC and other regional high school counselors to an appreciation event. During the event, the counselors learn and receiving updates about EPIC, Forecast Your Future, SCTCC in general, PSEO, Discovery Academy, Articulated Credit.

SCTCC is developing and filling an Area Manufacturing Project Manager during FY23. This position will partner with area manufacturing businesses to help guide and improve the manufacturing programs offered at SCTCC. This position will also work closely with the Director of K12 Initiatives at SCTCC, the GRPC Board Members/coordinators and other identified partners in assisting with manufacturing initiatives with secondary partners. The goal of SCTCC is to have this position funded completely by industry partners by FY25.

The GRPC will be pulling in CentraCare and other regional health care providers in an advisory capacity for the development of the health sciences initiative.

GRPC will continue to support HCEP (Health Careers Exploration Program) with the partnership and assistance of CentraCare for classroom speakers and job shadows for five high schools within the St. Cloud Metro Area.

Consortium schools will continue to follow policies and procedures to ensure equal access and opportunities for all learners.

GRPC will continue to encourage and support CTE teachers through professional development, especially in work-based learning licensure for disadvantaged learners.

GRPC will support learning resources so that they can be delivered in multiple instructional methods as an aim to be accessible for all learners.

Interdisciplinary courses will be supported so that core content academics can be emphasized and embedded in CTE courses.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.

Not Applicable

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

Our consortium will continue to offer articulation agreements. We will continue to modify these agreements based on industry standards, the CLNA and input from our advisory committees. SCTCC will host meetings to allow and encourage collaboration between secondary CTE teachers and postsecondary faculty to ensure seamless and industry-relevant curriculum and pathways. Additional articulation agreements and credentials will continually be sought for CTE students who are concentrators.

Through the use of TSAs, we will ensure alignment of courses with industry recommendations and credentials that can lead to postsecondary and/or career-direct opportunities.

We will continue to provide funding to local districts to incorporate and embed new and creative ways to braid academic skills into CTE coursework. For example, ISD 742 is piloting three new courses: Geometry in Construction Design; Analytic and Financial Algebra II; and Video Game Literature, Communication and Composition.

Through the use of Perkins funds, we will ensure that industry-specified and currently used equipment will be utilized to grow technical skills with their students. As part of this process, we will look to our business and industry partners for matching funds and/or donations.

SCTCC will continue to use TSAs to confirm students are mastering skills recommended by and aligned with industry standards.

SCTCC continues to utilize the flipped advising process where students provide information up-front prior to meeting with the advisor. This allows more useful interactions between students and advisors. SCTCC also continues to use Starfish, an early-intervention software program, designed to identify students who are struggling academically and/or socially. The use of Starfish continues to aid in improving retention among all students, including special populations. SCTCC revised one of the Academic Advisor positions to include specific time spent on advising Discovery Academy students on the benefits and meaning of taking these concurrent enrollment courses.

SCTCC is developing Tech Ed Workshops for secondary teachers to assist with bringing their knowledge of CTE curriculum up to date.

SCTCC will work with programs to identify and fill needs of equipment to keep them up to industry standards.

SCTCC will continue to offer summer camps in CTE program areas, such as SCRUBS camp (health sciences), NitroX (automotive), Vex/Robotic, etc.. These camps are provide CTE related experiences, assist with career exploration and help build interest in our programs.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

## Narrative 5: Special Populations

### Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

Gaps in equal access to CTE programs are similar to what was observed two years ago, and likely impacted negatively by the COVID-19 pandemic. Students participating in special education, English learners, and students with economically disadvantaged families continue to face barriers to graduating in four years, concentrating in CTE, or obtaining a postsecondary credential. In addition, there is room to improve the overall secondary CTE participation rates for female, Hispanic, Black, and multiple race students, as well as the postsecondary CTE concentration rates of female, White, and economically disadvantaged students. Within GRPC CTE student performance data, there is expected overlap within and between the student special populations and subgroups. Exploring this intersectionality further would increase the ability to identify specific subpopulations that would benefit from additional services and supports.

Similar to observations in SY2018-19, GRPC CTE enrollment by student subpopulation are a close match to the overall demographic makeup of the community as of SY2019-20. CTE participants and concentrators identifying as Asian, Hispanic/Latinx, Black/African American, and Multiple Races slightly increased from SY2016-17 to SY2018-19, and approximately doubled for nearly every group by SY2019-20 due in part to adjustment of the definition of a CTE concentrator. However, CTE concentration rates lag the overall student body makeup for Black, Hispanic, and multiple race students. The share of concentrators identifying as white decreased from 88% in SY2018-19 to 86.8% in SY2019-20. Among GRPC CTE concentrators in SY2018-19:

- 86.8% (4,095) identify as white, compared to 80.9% of all GRPC students and 92% of the regional population
- 5.2% identify as Black African American, compared to 8.7% of all GRPC students and 3% of the regional population
- 3.3% identify as Hispanic/Latinx, compared to 5.1% of all GRPC students and 2.8% of the regional population

Additionally, although female CTE concentrators are excelling in many indicators, the gender composition of GRPC CTE concentrators is not proportional to the composition of the general population in the geographic region served by the GRPC. Males represent about 59% of CTE concentrators and females represent about 41%, an improvement from 37% being female in SY2018-19; males comprise 50.5% of the region and females 49.5%. Efforts of the GRPC to increase female CTE concentration rates have been moderately successful.

Several performance indicators could not be presented for two special populations (single parents and migrant students) as well as Hawaiian/Other Pacific Islander students due to low counts of concentrators (less than 10 in one year). CTE concentrators from these populations may need specific outreach in the future to better understand their programming needs.

The GRPC concentrators by student subpopulation are a close match to the overall demographic makeup of the community, but with some areas of improvement. CTE concentrators for nontraditional fields and concentrators with economically disadvantaged families will be prioritized. Specifically, the following priority areas to focus on GRPC student equity of access were identified through a gap analysis of performance indicators in SY2019-20:

GRPC will focus on the following:

- Four-year graduation rates for English learners, nontraditional CTE students, students enrolled in special education, and students of color;
- Post-program placement of Hispanic students, students identifying with more than one race, students enrolled in special education, and students with economically disadvantaged families;
- Nontraditional program concentration of Asian students and students enrolled in special education;
- Work-based learning participation of Asian and American Indian students, with a focus on ACTE-SPED and program area work-based learning opportunities in particular;
- Postsecondary placement rates for CTE concentrators who are English learners, and those completing programs in STEM, IT, and Finance;
- Postsecondary credential-earning of Black, Hispanic, Asian, and Female students, and those completing programs in IT, Business, Management and Administration, or Marketing;
- Nontraditional postsecondary program enrollment of Asian, American Indian, and Hawaiian/Pacific Islander students, and those enrolled in Arts, A/V Technology, and Communications, Marketing, Human Services, and Government and Public Administration programs.

Continuing to work with our consortium partners to support all students regardless of circumstance, we aim to provide opportunities inside and outside of the school day. We will continue to support activities such as EPIC, student organizations, career and college exploration, and other activities that assist students in their future

planning. Utilizing our mini-grant process, we work to solicit new and innovative ideas with funds specifically targeted to enhance equity and inclusion. Our mini-grant process gives our stakeholders an opportunity to think outside-the-box with new solutions to solve identified gaps. Our mini grant process gives GRPC schools the opportunity to apply for additional funds to support new and innovative programming, improve access, and upgrade to industry-standard equipment. Each school's application is reviewed by the GRPC governing board with priority given to those requests which are new and innovative or create accessibility with emphasis in recruitment and retention of special populations and non-traditional learners.

The GRPC will continue to support our programs of study with the purchase of industry-standard equipment needed for delivering quality programs of study. We will also continue to provide support to teachers and faculty for professional development in the areas of greatest need, and direct funding to bolster equitable access to programming for students of all backgrounds with an emphasis on the special populations that have lagged in performance indicators in recent years. *Providing funds for industry-recognized equipment helps to provide equitable access to populations that are found throughout our consortium. Many, perhaps ALL, of our schools have a majority of students identified as economically disadvantaged. These districts do not have access to funding equipment to provide for career readiness skills in a hands-on manner, and we aim to bridge this gap so that all students have the opportunity for high-skill programming.*

**The work on the Health Sciences initiative is an example of how we are addressing the difficulty identifying eligible teachers, as well, as providing an opportunity for those school districts who do not have enough students to fill or resources available to offer such a course.**

**We will continue to follow the policy and procedures of our consortium school districts that assure non-discriminatory practices.**

Our consortium is offering CTE specific professional development for current and aspiring secondary CTE teachers. In doing so we hope to encourage additional work based learning opportunities for economically disadvantaged and underserved populations.

Wright Tech Center offers the PAES (Practical Assessment Exploration System) program. In the PAES program, students learn valuable skills through hands-on job exploration activities. These skills relate to almost every type of career, and each career area has a comprehensive array of tasks for the students to learn and perform. Skills are taught in a systematic way that helps students become more independent. PAES operates in a simulated work environment, providing a perfect place to access and eliminate inappropriate behaviors that cause barriers in later life. Students are required to follow specific work procedures and work rules. Students are encouraged to become as independent as possible and are rewarded for their progress. Students completing PAES have a thorough knowledge of many job skills and have a better understanding of the real working world. Perkins funds are not utilized in PAES coursework.

SCTCC will continue the work we started in Spring 2022 with Reallocation Funds to fund outreach efforts to special populations and CTE programs with continued translations, materials and events.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

**Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.**

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- 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.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

*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.*

Enter your response here:

**Our consortium is offering CTE specific professional development for current and aspiring secondary CTE teachers. In doing so we hope to encourage additional work based learning opportunities for economically disadvantaged and underserved populations.**

Great River Perkins Consortium (GRPC) CTE programs offer extended learning opportunities in programs of study, including work-based learning, experiential learning opportunities, and field trips.

In the past, these extended learning has been in-person activities, including apprenticeships, class presentations, field trips, internships, job shadows, mentorships, and mock interviews. Some of the opportunities were transitioned to remote, such as virtual career experiences to assist with accessing industry professionals while being mindful navigating COVID.

Current and recent extended learning activities reported by GRPC area high schools are listed in a supporting table from the CLNA report (see pages 102 to 107 of Element 2). There were 89 reported extended learning opportunities total that involved over 60 community, public, or private sector partners. The career field with the most reported extended learning activities is Health Science Technology, accounting for 42 out of the 89 opportunities. All extending learning activities reported by Wright Technical Center/Buffalo regional high schools spanned all career fields, such as youth apprenticeships, job shadows, and internships.

SCTCC's Area Manufacturing Project Manager will assist with identifying work-based learning opportunities for students.

Apollo High School's Manufacturing pathway partners with the Society of Manufacturing Engineers along with NASA's HUNCH program, which challenges students to create items that are applicable to real-world problems. Additionally, multiple industries financially support this initiative to help students gain access to advanced equipment.

Performance Indicator 5S3: During SY2019-20 in the GRPC, 18.25% of secondary CTE concentrators successfully completed one or more work-based learning course prior to graduation, which is **1.38 percentage points higher** than the target for this group (16.87%). However, work-based learning participation rate for the ACTE-SPED, Diversified programs, and in specific program areas all fell short of the target (15.25, 5.53, and 11.34 percentage points respectively). American Indian and Asian students have the lowest work-based learning outcomes by all student race and ethnic groups.

Throughout the consortium we will continue to support programs of study that include work-based learning opportunities in both formal (approved WBL coursework) and informal (student-run school stores, student orgs, classroom presentations, field trips, etc.) settings. While our overall work-based learning performance indicators exceed our target, we will continue to monitor our individual subgroups that did not meet our target. We are hoping this dip in the subgroups was related to COVID. We also are supporting CTE Core Workshop to assist in developing teacher leaders in the area of work-based learning. We hope by increasing the number of work-based learning teachers, more students will have access to work-based learning opportunities, which will help us reach our targets. Please see page 10 of our CLNA framework for specific data.

Wright Tech Center has 102 students in their On-the-job training (OJT) program. This unique program allows students the opportunity to make the workplace their classroom. Students are allowed to leave school to go to their job and earn money while learning people skills, technical knowledge and countless other workplace competencies which can't be taught in the classroom. Students also attend class one afternoon per week at Wright Technical Center. Students are required to work at least 10 hours/week and bring their paystubs to class. The primary objective of OJT is to provide students with the necessary skills and knowledge to enable them to be successful in the workplace.

Wright Tech Center currently has 35 students in Youth Apprenticeship programming. Youth Apprenticeship takes career

exploration to the next level and allows high school students an opportunity to learn highly technical skills from a trained worksite mentor and get paid. Student spend a designated amount of time learning the skill from the mentor and are then allowed to progress on their own until they reach the industry standard for that skill. It is the goal of youth apprenticeship to expose students to a wide variety of workplace departments and maximize their career exposure. Wright Tech's program will provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students work 10+ hours per week during the school year and are encouraged to work during the summer, depending on business needs. Availability is dependent on the local employer needs and mentoring capability.

Due to the fact that Work-Based Learning is a required component of State Recognized Programs of Study, we will continue to support WBL opportunities and strongly encouraged our consortium schools to do the same.

Although Wright Tech Center's PAES lab is not funded with Perkins funds, it is used as a ladder towards fully employment. By students demonstrating success in the PAES lab, they are able to enroll in work experiences in lesser supervised area, according to the individual student need.

The development of the Area Manufacturing Project Manger position at SCTCC, one of the expectations will be that they will assist with identifying additional work-base learning opportunities within the manufacturing programs and our industry partners.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

## Narrative 7: Early College

### Early College Narrative

#### Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your response here:

The secondary student survey conducted in the first quarter of 2022 revealed that students are very interested in early college opportunities in the GRPC as a means of career exploration. Nearly 20% of students responding to the survey identified “taking a college course at [their] high school” as a preferred method of career exploration, a greater share of students than were interested in taking a college course on a college campus (11.1%) or taking a career readiness course (8.0%).

Discovery Academy is the concurrent enrollment program at St. Cloud Technical and Community College. Concurrent enrollment courses are college courses offered at the high school, usually taught by a trained high school teacher in partnership with SCTCC. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution. There is no cost to the student to participate in these courses. Health, Manufacturing, and Automotives programs had Discovery Academy enrollment in SY2020-21.

Articulated College Credit is a credit-based partnership strategy between a high school career and technical education programs and a community or technical college. There is no fee for this partnership, and the high school teacher does not need to meet the Minnesota State Colleges and Universities faculty credentialing requirements. According to CTE Credit MN, GRPC high schools offer 47 courses with articulated credit opportunities with 16 Minnesota State Colleges and Universities partner institutions as of 2021. A total of 586 students enrolled in GRPC courses for articulated credit in Health Science Technology, Human Services, Business, Management, and Administration, Engineering, Manufacturing, and Technology, and Arts, Communications, and Information Systems.

Students enrolled at GRPC secondary schools with CTE programming enrolled in courses with articulated credit offerings at SCTCC and 15 other postsecondary institutions across Minnesota in SY2020-21.

According to CTE Credit MN, 142 students earned credit in courses with articulated credits at postsecondary institutions other than SCTCC, and 72 earned credit for courses with articulated credits tied to SCTCC. SCTCC had a total of 478 students from various high schools statewide receiving articulated credits at their institution (thus about 15% of all students receiving SCTCC articulated credit offerings were from GRPC schools). GRPC area high schools have 56 courses with articulated credits available for 62 SCTCC postsecondary courses in SY2020-21. Among the offerings during this year, Health Science Technology has the highest number of articulated credits earned overall and among GRPC secondary students and Wright Technical Center had the single largest number of students earning articulated credits.

St. Cloud Technical and Community College (SCTCC) has credit transfer agreements with five Minnesota State colleges and universities that allow graduates to move from a two-year program at SCTCC into a four-year program at another postsecondary institution.

SCTCC has formal transfer agreement with the following schools:

- Metropolitan State University
- Bemidji State University
- Minnesota State University Moorhead
- St Cloud State University
- Southwest Minnesota State University

Postsecondary students can transfer to or from SCTCC to or from another institution independent of having a credit transfer agreement in place. However, the variety and location of transfer agreements was stated a barrier for some students during the SCTCC Admissions staff focus group on May 3, 2021. Eight out of the ten transfer agreements are over 100 miles from SCTCC.

A high level of local program alignment was discovered through an analysis of transition of GRPC secondary students into GRPC postsecondary programming. Among the top 20 high schools last attended by SCTCC postsecondary CTE students, 14 (or 70%) are part of the GRPC. About 44% of the 2,202 current CTE students at SCTCC attended a GRPC high school. Among the 1,032 postsecondary CTE students who attended a GRPC high school, 73% went to a high school in the St. Cloud region of the consortium and 24% in the Wright Technical Center region.

#### Describe the actions and efforts your consortium will take to expand access and promote: (For reference, look at Element 2 pages 91-107)

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).



- **Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).**
- **CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).**
- **Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).**

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable



## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

*NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.*

Enter your response here:

**Strengths:** Our consortium has worked with professional organizations to identify individuals who may be interested in pursuing CTE teaching opportunities. We have 'grown our own' in regards to grooming current students and staff into future teachers through networking and Grow Your Own Grants. We have worked with area principals and superintendents to help find areas of need and provide resources and professional development opportunities for new and existing CTE teachers. Our consortium has used staff development dollars to help retain teachers who are recruited into the profession by giving them access workshops, MDE training, etc.

**Gaps:** The lack of State CTE licensure programs makes finding fully licensed teachers nearly impossible.

New teacher workshops sponsored by student organizations, MDE trainings, consortium sponsored workshops for new CTE workshops in the areas of pedagogy, classroom management, curriculum development, and Perkins funding for new and existing CTE teachers.

The requirements for credentialing CTE faculty at the high school level has been a major challenge for the concurrent enrollment program. SCTCC and GRPC has discussed ideas that can ensure high school teachers reach credentialing standards by the 2022 deadline. This should help but not solve the issue. For teachers who have concurrent enrollment or articulated agreements, we are guiding teachers towards credentialing degrees. We have encouraged CTE staff teaching articulated classes to become credentialed in any industrial certification areas as possible.

GRPC will continue partnerships with local trade and industry groups and organizations to help facilitate pathway opportunities for students to transition from high school directly to the workforce. These could include, but are not limited to internships, job shadowing, apprenticeships, etc.

SCTCC will allocate a portion of the Perkins funds for CTE Faculty professional development opportunities. The Area Manufacturing Project Manager will also be of assistance with professional development, perhaps in identifying opportunities, developing PD activities, working with industry on PD offerings, etc. SCTCC faculty and staff that work with concurrent enrollment will also be offered the opportunity to attend professional development through NACEP and MnCEP meeting participation. SCTCC is a member of both NACEP and MnCEP (the Minnesota chapter of NACEP).

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

#### Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

Based on the analysis of disaggregated data for secondary and postsecondary GRPC CTE programs of study, the following student groups have been identified as having disparities in performance and will be prioritized to improve outcomes:

- Students Enrolled in Special Education (four-year graduation rates, post-program placement rates, nontraditional program concentration rates)
- Hispanic Students (four-year graduation rates, post-program placement rates, postsecondary credential earning rates, nontraditional postsecondary program enrollment rates)
- Black/African American Students (four-year graduation rates, postsecondary credential earning rates)
- American Indian Students (four-year graduation rates, work-based learning participation rates, nontraditional postsecondary program enrollment rates)
- Asian Students (four-year graduation rates, nontraditional program concentration rates, work-based learning participation rates, postsecondary credential earning rates)
- Hawaiian/Pacific Islander Students (four-year graduation rates, nontraditional postsecondary program enrollment rates)
- Students Identifying with Multiple Races (post-program placement rates)
- Female Students (postsecondary credential earning rates)
- English Learners (four-year graduation rates, postsecondary placement rates)
- Nontraditional CTE Students (four-year graduation rates)
- Students with Economically Disadvantaged Families (post-program placement rates)

GRPC Governing Board reviewed student performance data in consultation with RealTime Talent as noted above (CLNA framework, Element 5.) It's important to note that in many of the areas listed above, the groups are small in number. Additionally, with the past couple of years of classroom instruction variability due to COVID, we feel as though these numbers will inherently improve with the return to in-person instruction, course guidance, and career exploration activities.

GRPC will fund activities that specifically address the areas listed above through our mini-grant process. Local schools will be asked to apply for funds that will best fit their needs in specifically addressing these issues in CTE.

SCTCC outreach specifically with Somali and Hispanic students and potential students within the manufacturing and health sciences areas.

*The CLNA specifically highlighted secondary students who are economically disadvantaged and/or multilingual. These students have additional challenges, thus, additional needs to ensure course completion and career readiness coursework. This will be one of the focus areas of our mini-grants. Schools will be encouraged to apply for funds that specifically relate to these groups of students.*

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

**NOTE:** The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

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

Input from districts is continually sought by governing board members through consortium superintendents and principals. Each school creates a prioritized spending plan or wish list for the school year ahead. Additionally, we survey teachers and faculty at articulation meetings each fall and seek input. We have done google forms when financial opportunities or initiatives come to our attention, where we seek advice and implementation suggestions. Decisions are made by consensus of the governing board with each coordinator advocating for their school(s) while also understanding the larger scope and sequence of the Perkins grant. Special care has always been taken to make sure that smaller schools use their Perkins funds in the more efficient way and have similar access as larger schools. Our coordinator structure ensures that our smaller schools are represented.

GRPC governing board makes funding decisions based on our SRPOS funding priorities spreadsheet, which are derived from our CLNA based on high-skill, high-demand, and high-pay requirements.

Utilizing our mini-grant process, we work to solicit new and innovative ideas with funds specifically targeted to enhance equity and inclusion. Our mini-grant process gives our stakeholders an opportunity to think outside-the-box with new solutions to solve identified gaps. Our mini grant process gives GRPC schools the opportunity to apply for additional funds to support new and innovative programming, improve access, and upgrade to industry-standard equipment. Each school's application is reviewed by the GRPC governing board with priority given to those requests which are new and innovative or create accessibility with emphasis in recruitment and retention of special populations and non-traditional learners.

***Our mini-grant process specifically challenges schools to identify new and/or innovative additions and/or ideas that are specifically outlined with needs identified in the CLNA. As a consortium governing board, we meet to review and decide on approval of mini-grant requests; ensuring alignment between funding and CLNA-identified gaps and needs.***

***The purpose of our CLNA is to guide us in this decision-making process.***

The governing board reviews expenditures and requests over a 5 year span to ensure funds are spent in an equitable fashion across all schools.

SCTCC continues to support filling the full-time, permanent Director of K-12 Initiatives position, part of which the salary is paid for through Perkins funding.

Our coordinators will continue to work with schools to support the state approved programs of study. This includes working on appropriate size, scope, and sequence of programs along with the opportunities and challenges noted within the CLNA. This will include support for professional development, equipment, curriculum according to Perkins permissible funding.

Specific attention will be given to increasing Health Sciences in the area. Also the brokering of Agriculture courses for articulated credit or concurrent enrollment will occur so that student pathways are seamless.

Our coordinators will share the CLNA, the CLNA frameworks, and information regarding Perkins recommendations to help guide priorities for budgeting and program development. Coordinators will work individually with principals to help interpret the CLNA and help local administrators make the best decisions for their schools.

All funding decisions are based on consensus of the GRPC governing board.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career

guidance and academic counselors, or paraprofessionals.

- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

**Narrative 11: Reserve Funds**
**Reserve Funds Narrative**

**In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:**

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

**Please provide the following:**

- **Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.**
- **Provide specific budget details on how the Reserve fund will support the innovation.**
- **What are the expected results of this innovation?**
- **How will this innovative strategy be supported after Perkins funds are expended?**

Enter your response here:

The GRPC has identified "CTE teacher/faculty recruitment, retention" and "Development of new Programs of Study" as our two areas of innovative work using reserve funds.

SCTCC will be developing workshops to provide High School Tech ED teachers the opportunity for additional training in CTE areas. Areas of funding could include: curriculum writing of the workshop, participation in the workshop as instructor and attendee, SCTCC program coordination, materials for facilitating workshops. The expected result of this new workshop is to help retain Tech Ed teachers and increase alignment between secondary and post-secondary in each program of study. These workshops will also serve as professional development for high school teachers as they collaborate with SCTCC faculty and local industry experts to explore the latest industry trends. We hope to have this workshop be a model for other programs of study throughout our consortium.

As we move through design and implementation of our new health sciences initiative, we have assigned reserve funds to assist in the start up of this programming. We will work closely with area industry and our consortium schools to develop the best route of course and skill/lab delivery to ensure equitable access for all students in each of our consortium schools. Funds will be used to assist in set up of labs, i.e. equipment. Our goal is to have this course available to students for the 2023-2024 school year.

The new health sciences initiative is working towards offering a co-op concurrent enrollment Nursing Assistant course offered to all of our 26 secondary partners within the Great River Perkins Consortium. We realize that not every secondary school can afford to offer a concurrent enrollment course in health sciences because they may not have enough interested students to make it worth the cost, have the lab space or funds to equip a lab. This co-op concurrent enrollment course would be set up as hybrid with the theory portion of the course being offered online and the skills portion offered in person. Our goal is to identify multiple "regional" skills labs throughout the GRPC area that students could travel to for the hands-on portion of learning. This would alleviate every secondary school needing to set up and fund a lab.

We will be organizing a work group, made up of area industry, ISD administration and post-secondary representatives to develop this co-op concurrent enrollment course offering. Part of the funding will be used to cover costs associated with facilitation of the work group. Another part of the funding will be to assist in setting up the regional skills labs with the equipment needed for the students to successfully complete the course. The equipment is outlined by the Minnesota Department of Health (MDH) list, a copy of which has been uploaded to the additional documents section of this application. The budget for this initiative is fluid as we will support necessary needs that arise as we work through developing this new offering.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

**Workforce Center Collaboration**

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (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(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	10000
Postsecondary Subtotal	10000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	5000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	15000
Secondary Subtotal	20000
<b>TOTAL</b>	<b>30000</b>

**Perkins-Funded Positions**

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Susan Jordahl	Director of K12 Initiatives	Postsecondary		60	69,574.03
Lori Moe	Administrative Assistant to Academic Advising and K12 Initiatives	Postsecondary		25	19,261.80
TBD	Area Manufacturing Project Manager	Postsecondary		100	112,500.00
Jilleen Jochum	Accounting Officer	Postsecondary		9.5	10,250.37
Aryn Wright	Academic Advisor	Postsecondary		20	16,918.34
Leah Sams	Director of Career and College Pathways and CTE Programming	Secondary	407668	10	10,000
John Rasmussen	GRPC Coordinator	Secondary	288343	100	12,000
Brian Koslofsky	WTC Director	Secondary	308989	10	13000
Anh Glewwe	WTC Business Manager	Secondary		30	15000
Jeff Kiel	GRPC Coordinator	Secondary	509149	5	4000
Megan Daniel	Dist 742 Clerical	Secondary		5	5000
Justin Kilanowski	Dist 742 Teacher	Secondary	516655	50	35000

Attach all Position descriptions as .PDF documents prior to submitting this application

Position Description

Accounting Officer.pdf

Position Description

Administrative Assistant for K-12 Initiatives Program Academic Advising.pdf

Position Description

Director of K12 Initiatives.pdf

Position Description

Academic Advisor.pdf

Position Description

Area Manufacturing Project Manager Draft Position Description.pdf

Position Description

GRPCSecondaryCoordinator.doc

Position Description

ISD 742 Class II 2016.doc

Position Description

ISD 742 Coordinator CTE Career College Community Readiness NonPublic 2016.doc

Position Description

JK GRPCSecondaryCoordinator.doc

Position Description

WTCDirector.docx

Position Description

JK job description.docx

Position Description



## Additional Documentation

**These required documents must be uploaded with your application:**

1. **Statements of Assurance** (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))
2. **Combined Secondary and Postsecondary Budget Excel Sheet** (Download link coming soon)
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template**. Only required for those consortia on an improvement plan. ([Download the .doc file](#))

**If you have other Additional Supporting Documents that you want to add to your application, upload them below.**

REQUIRED: Statements of Assurances (Attached as one large PDF file):  
GRPC Statements of Assurance.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet  
GRPC Combined-Secondary-Postsecondary-Budget updated final 07222022.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory  
GRPC PERKINS EQUIPMENT.xlsx

Improvement Plan

Additional Material  
Great River Consortium Member List.docx

Additional Material:  
WTC Articulation Guide - All Programs 20-21.pdf

Additional Material:  
WTC Precision Exams.pdf

Additional Material:  
MDH Equipmentlist updated 2020.pdf

Additional Material:

Additional Material

Additional Material:

Additional Material:

