MINNESOTA STATE
Career and Technical Education

FY21 Great River Perkins Consortium

Prepared by Great River Consortium
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Susan Jordahl

Submitted on 06/24/2020 4:24 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

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.

Opportunity Manager

Yingfah Thao

Public Link

https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consorrtium Coordinators. Contact yingfah.thao@minnstate.edu

Eligibility Information

Eligibility Type

Public

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
FY21 Great River Perkins Consortium

Total Amount of Award Requested
$794,999.28

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

St. Cloud Technical & Community College
ISD # 745 Albany Public School District
ISD # 876 Annandale Public School District
ISD # 742 St. Cloud Public School District - Apollo High School
ISD # 726 Becker Public School Disrict
ISD # 727 Big Lake Schools
ISD # 877 Buffalo-Hanover-Montrose Public School
ISD # 879 Delano Public School District
ISD # 51 Foley Public School District
ISD # 738 Holdingford Public School District
ISD # 2687 Howard Lake-Waverly-Winsted School District
ISD # 739 Kimball Public School District
ISD # 881 Maple Lake Public School District
ISD # 742 St. Cloud Public School District - McKinley Area Learning Center
ISD # 740 Melrose Public School District
ISD # 912 Milaca Public School District
ISD # 882 Monticello Public School District
ISD # 333 Ogilvie Public School Distict
ISD # 741 Paynesville Public School District
ISD # 883 Rockford Public School District
ISD # 750 Rocori Public School District
ISD # 485 Royalton Public School District
ISD # 748 Sartell-St. Stephen Public School District
ISD # 47 Sauk Rapids-Rice Public School District
ISD # 885 St. Michael-Albertville Public School District
ISD # 742 St. Cloud Public School District - Technical Senior High
ISD # 966 Wright Technical Center

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Within the Great River Perkins Consortia region alone, employers could experience a shortage of nearly 10,000 workers by the third quarter of 2024—this means that if employment growth slows as it is anticipated to in official forecasts by the Bureau of Labor Statistics (BLS) and MN Department of Employment and Economic Development (DEED), employers in the region may find themselves short of the workers needed to maintain their business' growth and output. This represents about 6% of the state's total labor shortage. These talent shortage needs vary by industry sector.

The Great River Perkins Consortium is home to approximately 476,307 residents according to American Community Survey 5-year estimates, spread out over a large geography around the Saint Cloud Metropolitan Area. The region's population increased by 5.4% between 2014 and 2019, increasing by about 24,513 people. The population is expected to increase by about 3.8% between 2019 and 2024, adding around 17,992 people.[1] Of the 3,108,293 people employed in Minnesota as of the third quarter of 2019, 3.7% (116,079 people) were employed within Saint Cloud, 2.4% (73,477 people) were employed in the Wright Technical Center/Buffalo region, and 0.34% (10,606 people) were employed in the Milaca/Ogilvie region.

Employment Snapshot by Region

	Current Employment			5-Year History		5-Year Forecast	
	Empl. Q3 2019*	Avg. Ann. Wages **	Online Job Ads in 2019 (change from 2018)***	Total Change in Employment	Avg. Ann. % Change in Empl.	Total Demand	Estimated Baseline Avg. Ann. Growth Rate
Saint Cloud	116,079	$47,700	44,471 (+10.2%)	4,992	0.9%	64,769	0.2%
Wright Technical Center/Buffalo	73,447	$47,500	32,425 (+43.3%)	7,495	2.2%	45,022	0.7%
Milaca/Ogilvie	10,606	$41,900	5,035 (+71.9%)	185	0.4%	5,818	-0.1%
Great River Perkins Consortium Region	194,219	$47,400	81,705 (+24%)	12,600	1.4%	112,039	0.4%
Minnesota	3,108,293	$53,800	1,406,090 (+14%)	179,989	1.2%	1,756,396	0.3%

JobsEQ Estimates for Q3 2019 modeled off of the BLS Quarterly Census of Employment and Wages (QCEW)

**JobsEQ Estimates for 2018 based on BLS Occupational Employment Statistics (OES)*

***TalentNeuron Recruit, accessed March 2020 at www.wantedanalytics.com.*

The geographies for each region are defined by the zip codes of the cities aligning to each school district. For job postings, estimated geographies using counties approximate each geography. Saint Cloud is comprised of Stearns, Benton, and Morrison counties. Milaca/Ogilvie is comprised of Mille Lacs county, and Wright Technical Center/Buffalo is comprised of Wright, Sherburne, and Meeker counties.

According to DatabaseUSA, the majority of businesses located in the region have less than 50 employees (95.6%), making this market a primarily small business market. This poses some challenges in coordinating outreach and employer stakeholder strategies for CTE, as many small businesses have a limited number of openings or internship opportunities.[2] Many residents within the region commute to work outside of their zip code, with the average commute time for residents of the region being about 27 minutes—nearly 4 minutes higher than the state average. Zip code 55330 (Otsego, Elk River, and Saint Francis) has the greatest number of resident workers (residents who also work within the zip code). Saint Cloud and Sauk Rapids have high numbers of inward-bound commuters, compared with most of the rest of the region.

The largest sector in the Great River Perkins Consortium region is Health Care and Social Assistance, employing 30,902 workers. The next-largest sectors in the region are Manufacturing (27,338 workers) and Retail Trade (24,895). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Agriculture, Forestry, Fishing and Hunting (LQ = 1.77), Manufacturing (1.70), and Construction (1.48). Sectors in the region with the highest average wages per worker are Utilities ($101,532), Management of Companies and Enterprises ($95,164), and Mining, Quarrying, and Oil and Gas Extraction ($72,170). Regional sectors with the best job growth (or most moderate job losses) over the last 5 years are Health Care and Social Assistance (+3,056 jobs), Construction (+2,458), and Manufacturing (+2,115).

Over the next 5 years, employment in the region is projected to expand by 3,752 jobs. The fastest growing sector in the region is expected to be Health Care and Social Assistance with a +1.2% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+1,930 jobs), Construction (+915), and Accommodation and Food Services (+714).

The Great River Perkins Consortium geography has an underrepresentation of Office and Administrative Support roles, Food Preparation and Serving Roles, Transportation, Business, and Finance roles compared to the national average. In contrast, the region has a higher concentration of Construction and Extraction Roles, Production roles, Sales roles, and Installation, Maintenance, and Repair roles compared to the national average (at the 2-digit occupation level).

The Great River Perkins Consortium region can expect moderate talent shortages in all six career fields. Unemployment across the region is slightly higher than the statewide average, at 3.4% unemployment as of 2019Q3. In Health Science Technology, Arts, Communications, and Information Systems, and Human Services, unemployment is at or below 2.4%.

Current Employment and Historic Employment Trends in the Great River Perkins Consortium Geography, 2019Q3

	Four Quarters Ending with 2019Q3	5-Year History

CTE Field (occupation overlap exists, will not sum)	Empl (Place of Work)	Hourly Wage, Entry Level[1]	Avg Ann wages[1]	Unemployment Rate	LQ	Empl Change	Ann %
Health Science Technology	22,296	$21.59	$62,500	2.4%	1.05	2,345	2.2%
Arts, Communications, & Information Systems	7,445	$19.70	$62,600	2.3%	0.7	126	0.3%
Business, Management, & Administration	87,667	$15.01	$46,400	3.6%	0.94	4,956	1.2%
Human Services	19,102	$16.99	$52,500	2.3%	0.88	1,124	1.2%
Engineering, Manufacturing, and Technology	65,668	$16.38	$50,100	3.4%	1.14	5,287	1.7%
Agriculture, Food, and Natural Resources -Focused Definition***	11,383	$17.15	$55,500	2.7%	1.24	985	1.8%
Agriculture, Food, and Natural Resources - Sub-Industry Definition	28,346	$17.10	$46,608	N/A	1.2	1,185	0.9%
Total - All Occupations	194,219	$13.80	$47,400	3.4%	1	12,600	1.4%

SOURCE: JobsEQ modeling of BLS QCEW and OES job and wage data and BLS Employment Outlook estimates as of 2019Q3; Analysis in comparison to IPEDS graduate outcomes, demographic trending, and online candidate profiles.

Employment Forecast for the Great River Perkins Consortium Geography, 2024Q3

CTE Field (occupation overlap exists, will not sum)	Current Empl (Place of Work)	5-Year Growth 2024Q3					Total Possible 5-Year Supply Gap*
		Total Demand	Exits	Transfers	Empl Growth	Ann % Growth	
Health Science Technology	22,296	11,377	5,078	4,779	1,520	1.3%	(2,973)
Arts, Communications, & Information Systems	7,445	3,243	1,121	2,014	108	0.3%	(472)
Business, Management, & Administration	87,667	54,399	23,472	29,975	952	0.2%	(2,518)
Human Services	19,102	9,087	4,090	4,675	322	0.3%	(1,251)
Engineering, Manufacturing, and Technology	65,668	35,291	12,841	21,546	903	0.3%	(2,944)
Agriculture, Food, and Natural Resources - Focused Definition**	11,383	6,110	2,523	3,286	301	0.5%	(474)
Agriculture, Food, and Natural Resources -Sub-Industry Definition	28,346	16,145	6,743	9,411	(9)	0.0%	(1,800)
Total - All Occupations	194,219	112,039	46,660	61,626	3,752	0.4%	(9,199)

*SOURCE: JobsEQ modeling of BLS QCEW and OES job and wage data and BLS Employment Outlook estimates; Analysis in comparison to IPEDS graduate outcomes, demographic trending, and online candidate profiles. Job posting data from TalentNeuron Recruit, accessed June 2019 and applying to the 2018 calendar year. *Supply gaps in parentheses indicate the number of trained workers we expect to fall short of the baseline talent needed to see the employment growth officially forecasted by the Bureau of Labor Statistics (BLS) and MN DEED. Represents skill mismatch in the region. Positive number indicates likely unemployment due to talent surplus. ** This focused, or narrow definition of Agriculture, Food, and Natural Resources (AFNR) aligns with classic definitions of the sector by MN DEED and BLS Agriculture, Fishing, and Forestry specific roles. The sector analysis found further in this report highlights a broader, more inclusive definition of AFNR, which is reflected in the sub-industry definition of AFNR included here.*

Health Science Technology is the career field with the highest possible talent shortage in the region (approximately 3,000 workers), with a talent gap-to-employment ratio about 2.5 times higher than the region's average. Engineering, Manufacturing, and Technology could also experience a talent shortage of nearly 3,000 workers, but as a ratio of total employment is less severe than Human Services, Agriculture, Food, and Natural Resources, or Arts, Communications, and Information Systems. Overall, the top ten occupations in the consortium region expecting the greatest talent shortages over the next five years include: Registered Nurses, General and Operations Managers, Farmers and Agricultural Managers, Accountants and Auditors, Other Managers, Application Software Developers, Financial Managers, Construction Managers, Secondary School Teachers, and Medical and Health Services Managers (all high-wage, high-skill, and high-demand occupations). The ten occupations facing a likely excess of talent in the consortium region include: Cashiers, Food Preparation Workers (includes fast food), Retail Salespersons, Waiters and Waitresses, Laborers and Freight Movers, Team Assemblers, Concessions and Coffee Shop Workers, Customer Service Representatives, Stock Clerks, and Janitors (all low-wage, low-skill occupations).[3]

Regionally, the majority of the Great River Perkins Consortium geography's employment is concentrated around Saint Cloud, where 116,079 people were employed as of the third quarter of 2019. Overall, the talent shortage in the immediate Saint Cloud area could be as high as 5,700 workers. In comparison, the area around the Wright Technical Center to the Southeast could see a shortage of 3,200 workers, and Milaca/Ogilvie a shortage of up to 410 workers.

The number of educational awards offered in the Great River Perkins Consortia region rose by 43% from 2003 to 2017, but in recent years has dropped noticeably. In 2018, 6,838 degrees were awarded at all levels across the region, in comparison to 8,002 in 2014. Several high-demand sectors, including Health Professions (CIP 51), have seen dramatic increases in graduates—an over 500% increase between 2003 and 2017. However, Education (CIP 13) which has comparable forecasted percent jobs change through 2024 and competitive median hourly earnings in relation to Health Professions, has seen a 10% decline in award counts since 2003, with only 600 Education awards regionally in 2018. Construction Trades (CIP 46) has the highest baseline expected job growth through 2024 at 9%, but has experienced one of the largest drops in local awards (35% from 2003 through 2017). Similarly, despite high local demand for transportation talent, only one related award was offered in 2018 (CIP 49).[4] Expected growth rates for occupations vary by the education and training required. While all employment in the Great River Perkins Consortium geography is projected to grow 0.4% over the next ten years, occupations typically requiring a postgraduate degree are expected to grow 1.0% per year, those requiring a bachelor's degree are forecast to grow 0.5% per year, and occupations typically needing a 2-year degree or certificate are expected to grow 0.6% per year.

A detailed sub-regional analysis of the St. Cloud region, Wright Technical Center/Buffalo region, and Milaca/Ogilvie region was complete with the support of RealTime Talent to highlight unique career pathway opportunities in specific communities of the Great River Perkins Consortium. A summary of the findings is found in narrative form below. The full analysis can be found in the attached report, which also includes detailed occupation-level detail on local opportunities by field, cluster, and pathway.

St. Cloud Region Gaps and Opportunities

Summary of Current Programs of Study by Cluster

Career Cluster	Student Interest	Student Enrollment	Alignment	Demand	Wage	Skill	Action
Health Science	High	High*	Mod.	High	High	High	Grow
Arts, Audio/Video Technology, and Communications	Mod.	High	Low	Mod.	High	Mod.	Maintain
Information Technology	Mod.	Low	High	High	High	High	Maintain
Marketing	Low	Mod.	Low	High	High	High	Maintain
Business, Management, and Administration	Mod.	High	High	Mod.	High	High	Maintain
Finance	High	Low	High	High	High	High	Grow
Hospitality and Tourism	Mod.	Low	High	High	Low	Low	Evaluate
Education and Training	Mod.	Low	High	Mod.	High	High	Maintain
Human Services	Mod.	High	High	High	High	Mod.	Evaluate
Architecture and Construction	High	High	High	High	High	High	Grow
Manufacturing	High	Mod.	High	High	High	Mod.	Maintain
Science Technology, Engineering, and Mathematics	Mod.	Mod.	High	High	High	High	Maintain

Transportation, Distribution, and Logistics	High	Mod.	High	High	High	Mod.	Maintain
Agriculture, Food, and Natural Resources -Focused Definition	Low	Low	Low	High	High	Mod.	Maintain

*MCIS data was only available for Sauk Rapids, St. Cloud, Sartell, and Holdingford. Note that Rocori High School provided Naviance data, which is not included in the overall regional numbers.

** Student interest data is based on the MCIS Career Cluster interest survey. Student enrollment is evaluated by how many students enrolled in comparison to how many courses were offered in the region. More than 20 students per class is consider high, the range from 19 to 21 students is moderate, and more than 21 is high. For example, if only two courses were offered for 95 students, the student enrollment would be high. Alignment is calculated by career cluster offerings alignment to the local postsecondary partner, SCTCC. 40 to 55% alignment is considered moderate, more than 55% is considered high and less than 40% is low. High-wage occupations offer more than $19.10/hour or $39,750 per year on average (not necessarily at entry-level), which is the Economic Development Region 7W's median wage (DEED Occupational Employment Statistics), This also approximates the necessary minimum income to afford a home of median value in the region, though this is below the estimated minimum income needed for a household of two adults and one child in the EDR 7W region with one wage earner in the household ($48,480 or $23.31/hour, DEED Cost of Living Tool, 2019). Generalizations about pay level, education requirements, and level of technicality are made based on the majority of job requirements, but variation does exist within the field. High-growth occupations are expected to experience higher than average job growth for the region through 2024, which is 0.4%. High-openings positions are roles where the number of openings between 2019 and 2024 is more than 50% of 2019 total employment. High-demand positions have higher than average job posting volume locally. Other designations of high-demand may utilize DEED's Occupations In Demand tool.

St. Cloud Region Current Employment by Field and Cluster

Of the 3,108,293 people employed in Minnesota as of the third quarter of 2019, 3.7% (116,079 people) were employed within Saint Cloud. The average annual wage is $47,700. The 5-year forecasted total employment demand for the region is 64,769 and the estimated baseline average annual growth rate is 0.2%.

St. Cloud Region's CTE Clusters (occupation overlap exists, will not sum) High Opening or Growth = #, High Wage = $ High Skill= &	Current					5-Year Forecast		Shortage
	Empl.	Average Ann. Wage	LQ	Unempl.	Unempl. Rate	Total Demand	ExpectedAnn % Growth	Total Possible 5-Year Supply Gap by Field
Health Science $ # &	19,360	$67,300	1.17	473	2.3%	9,458	1.0%	(2,410)
Arts, Audio/Video Technology, and Communications $	2,298	$46,300	0.92	69	2.8%	1,063	-0.5%	(265)
Information Technology $ # &	2,272	$74,100	0.60	55	2.2%	847	0.5%	
Marketing $ # &	9,889	$44,800	1.07	355	3.5%	5,716	-0.1%	
Business, Management, and Administration $ &	27,414	$55,800	0.96	799	2.7%	13,009	-0.1%	(1,567)
Finance $ # &	10,744	$50,600	0.93	419	3.7%	6,337	-0.1%	
Hospitality and Tourism #	11,451	$28,000	0.86	689	5.4%	9,742	0.6%	
Education and Training $ &	5,629	$54,800	0.99	157	2.7%	2,562	0.2%	(717)
Human Services $#	2,544	$46,100	1.05	56	2.1%	1,539	1.0%	
Architecture and Construction $ # &	27,897	$50,600	1.03	1,083	3.6%	14,981	0.3%	
Manufacturing $#	9,717	$40,400	1.52	376	3.5%	4,936	-0.7%	
Science Technology, Engineering, and Mathematics $# &	814	$70,200	0.51	18	1.8%	356	0.4%	(1,662)
Transportation, Distribution, and Logistics #	3,779	$37,000	1.03	150	3.6%	2,014	0.0%	
Agriculture, Food, and Natural Resources -Focused Definition** $ #	6,564	$55,300	1.19	187	2.6%	3,375	0.3%	(262)
Total - All Occupations	116,079	$47,700	1.00	4,336	3.5%	64,769	0.2%	

*SOURCE: JobsEQ modeling of BLS QCEW and OES job and wage data and BLS Employment Outlook estimates; Analysis in comparison to IPEDS graduate outcomes, demographic trending, and online candidate profiles. *NOTE: Totals will not sum due to overlap in occupations across clusters and geographies; some occupations are expecting an excess of talent, while others shortages.*

St. Cloud Region District Detail

St. Cloud Region's CTE Cluster	# Course Offerings by Public School District

| Duplicated Student Counts by Field

High Student Interest = *

High Alignment with SCTCC = +,

High Opening or Growth = #,

High Wage = $

High Skill= &	St. Cloud (742)	Sauk Rapids-Rice (047)	Foley (051)	Royalton (485)	Holdingford (738)	Melrose (740)	Paynesville (741)	Albany (745)	Sartell (748)	Rocori (750)	Kimball (739)	All St. Cloud Region
Health Science* $ # &	8	--	--	--	--	--	--	--	--	--	--	8
Arts, Audio/Video Technology, and Communications $	9	--	--	--	--	--	--	--	3	--	--	12
Information Technology + $ # &	16	--	--	--	2	--	--	--	--	--	--	18
Marketing $ # &	4	10	2	--	--	--	--	2	1	--	--	19
Business, Management, and Administration + $ &	15	12	2	--	3	--	--	5	9	--	--	46
Finance*+ $ # &	6	11	3	--	2	--	--	4	2	--	--	28
Hospitality and Tourism + #	--	1	--	--	--	--	--	--	--	--	--	1
Education and Training + $ &	3	--	--	--	--	--	--	--	--	1	--	4
Human Services + $ #	24	13	9	--	4	10	--	--	11	11	4	96
Architecture and Construction* + $ &	9	--	--	--	--	5		8	--	--	--	22
Manufacturing*+ $ #	4	--	--	--	--	4	1	6	3	--	--	18
Science Technology, Engineering, and Mathematics + $ # &	10	--	--	--	--	2	1	--	5	--	--	18
Transportation, Distribution, and Logistics* + #	3	--	--	--	--	4	6	--	3	--	--	16
Agriculture, Food, and Natural Resources -Focused Definition $ #	--	8	13	21	14	9	16	24	--	--	7	112
Work-based Learning	20	10	2	2	--	--	10	4	--	8	--	56
Total	131	65	31	23	25	34	34	63	37	20	11	474

Wright Technical Center/Buffalo Region Gaps and Opportunities

Summary of Current Programs of Study by Cluster

Of the 3,108,293 people employed in Minnesota as of the third quarter of 2019, 2.4% (73,447 people) were employed in the Wright Technical Center/Buffalo region.

Career Cluster	Student Interest*	Student Enrollment	Alignment	Demand	Wage	Skill	Action
Health Science	N/A	Low	Low	High	High	High	Grow
Arts, Audio/Video Technology, and Communications	N/A	High	Low	High	High	Mod.	Maintain
Information Technology	N/A	Low	High	High	High	High	Grow
Business, Management, and Administration	N/A	High	High	High	High	High	Maintain
Finance	N/A	Low	High	High	High	High	Grow
Marketing	N/A	Low	Mod.	High	High	High	Grow
Human Services	N/A	High	Mod.	High	Mod.	Mod.	Evaluate

Cluster							
Law, Public Safety, Corrections, and Security	N/A	High	High	High	High	High	Grow
Architecture and Construction	N/A	Mod.	High	High	High	High	Maintain
Manufacturing	N/A	Low	High	High	High	Mod.	Maintain
Science Technology, Engineering, and Mathematics	N/A	Low	High	High	High	High	Grow
Transportation, Distribution, and Logistics	N/A	High	High	High	High	High	Maintain
Agriculture, Food, and Natural Resources -Focused Definition	N/A	High	Low	High	High	High	Maintain

* MCIS Career interest survey data was not available for this region. Student interest data is based on the MCIS Career Cluster interest survey. Student enrollment is evaluated by how many students enrolled in comparison to how many courses were offered in the region. More than 20 students per class is consider high, the range from 19 to 21 students is moderate, and more than 21 is high. For example, if only two courses were offered for 95 students, the student enrollment would be high. Alignment is calculated by career cluster offerings alignment to the local postsecondary partner, SCTCC. 40 to 55% alignment is considered moderate, more than 55% is considered high and less than 40% is low. High-wage occupations offer more than $19.10/hour or $39,750 per year on average (not necessarily at entry-level), which is the Economic Development Region 7W's median wage (DEED Occupational Employment Statistics), This also approximates the necessary minimum income to afford a home of median value in the region, though this is below the estimated minimum income needed for a household of two adults and one child in the EDR 7W region with one wage earner in the household ($48,480 or $23.31/hour, DEED Cost of Living Tool, 2019). Generalizations about pay level, education requirements, and level of technicality are made based on the majority of job requirements, but variation does exist within the field. High-growth occupations are expected to experience higher than average job growth for the region through 2024, which is 0.4%. High-openings positions are roles where the number of openings between 2019 and 2024 is more than 50% of 2019 total employment. High-demand positions have higher than average job posting volume locally. Other designations of high-demand may utilize DEED's Occupations In Demand tool.

Wright Technical Center/Buffalo Region Current Employment by Field and Cluster

Of the 3,108,293 people employed in Minnesota as of the third quarter of 2019, 2.4% (73,477 people) were employed in the Wright Technical Center/Buffalo region.

Wright Tech Center/Buffalo Region's CTE Clusters (occupation overlap exists, will not sum) High Opening or Growth = #, High Wage = $ High Skill= &	Current					5-Year Forecast		Shortage
	Empl.	Average Ann. Wage	LQ	Unempl.	Unempl. Rate	Total Demand	ExpectedAnn % Growth	Total Possible 5-Year Supply Gap
Health Science # $ &	8,235	$67,500	1.17	473	2.3%	9,458	1.0%	(2,410)
Arts, Audio/Video Technology, and Communications # $	1,404	$49,800	0.89	62	2.4%	732	0.4%	(198)
Information Technology # $ &	1,317	$84,400	0.55	56	2.0%	549	1.2%	
Business, Management, and Administration # $ &	15,904	$62,100	0.88	736	2.5%	8,136	0.4%	(887)
Finance # $ &	61,191	$51,900	0.85	385	3.3%	4,211	0.5%	
Marketing # $ &	6,425	$46,900	1.10	332	3.1%	4,034	0.5%	
Human Services # $	1,452	$43,300	0.95	40	1.8%	910	1.3%	(434)
Law, Public Safety, Corrections, and Security # $ &	1,196	$54,500	0.51	60	2.1%	609	0.6%	
Architecture and Construction # $ &	20,855	$55,400	1.22	1,029	3.3%	11,919	0.9%	(1,250)
Manufacturing # $	6,746	$41,100	1.66	318	3.1%	3,577	-0.2%	
Science Technology, Engineering, and Mathematics # $ &	731	$86,100	0.73	24	1.7%	303	0.5%	

Transportation, Distribution, and Logistics # $ &	2,614	$44,300	1.13	139	3.1%	1,481	0.5%	
Agriculture, Food, and Natural Resources -Focused Definition** # $ &	4,445	$55,600	1.28	171	2.7%	2,594	1.0%	**(193)**
Total - All Occupations	**73,447**	**$47,500**	**1.00**	**3,931**	**3.2%**	**45,022**	**0.7%**	

Wright Technical Center/Buffalo Region District Detail

WTC/Buffalo Region's CTE Cluster*	# Course Offerings by Public School District												
High Alignment with SCTCC = + High Opening or Growth = # High Wage = $ High Skill= &	Buffalo-Hanover-Montrose (877)	Wright Technical Center (966)	Delano (879)	Annandale (876)	Howard Lake-Waverly-Winsted (2687)	Maple Lake (881)	Monticello (882)	Rockford (883)	St. Michael-Albertville (885)	Becker (726)	Big Lake (727)	Sherburne & Northern Wright Special Education Coop	All WTC/Buffalo Region
Health Science # $ &	--	4	--	--	3	--	--	--	--	--	--	--	**7**
Arts, Audio/Video Technology, and Communications # $	--	2	--	2	--	--	--	--	6	--	--	--	**10**
Information Technology + # $ &	--	--	--	--	--	--	--	--	2	--	2	--	**4**
Business, Management, and Administration # $ &	5	2	--	2	2	--	12	4	65	3	2	--	**97**
Finance + # $ &	3	--	--	4	2	--	2	2	25	2	4	--	**44**
Marketing # $ &	2	--	--	--	2	--	4	1	15	2	1	--	**27**
Human Services # $	7	3	--	--	--	4	20	--	23	--	13	--	**70**
Law, Public Safety, Corrections, and Security + # $	--	2	--	--	--	--	--	--	--	--	--	--	**2**
Architecture and Construction + # $	--	2	3	--	--	--	3	--	18	--	--	--	**26**
Manufacturing + # $	--	2	--	--	--	--	1	--	6	--	--	--	**9**
Science Technology, Engineering, and Mathematics + # $	--	2	2	--	--	--	4	--	12	--	--	--	**20**
Transportation, Distribution, and Logistics + # $ &	--	5	--	--	--	--	--	--	--	--	--	--	**5**
Agriculture, Food, and Natural Resources -Focused Definition** # $	10	--	--	--	20	--	--	11	--	--	--	--	**41**
Work-based Learning	6	9	2	6	2	2	8	4	3	3	13	3	**61**
Total	**33**	**33**	**7**	**14**	**31**	**6**	**54**	**22**	**175**	**10**	**35**	**3**	**423**

* MCIS Career interest survey data was not available for this region.

Milaca/Ogilvie Region Gaps and Opportunities

Summary of Current Programs of Study by Cluster

Career Cluster	Student Interest*	Student Enrollment	Alignment	Demand	Wage	Skill	Action
Health Science	High	-	Low	High	High	High	Grow
Information Technology	Mod.	Low	Mod.	Low	High	High	Maintain
Business, Management, and Administration	Mod.	High	High	Low	High	High	Maintain

Cluster							Action
Finance	High	Low	High	High	High	High	Grow
Marketing	High	Low	Mod.	High	High	High	Grow
Human Services	Low	Mod.	High	High	High	Mod.	Evaluate
Architecture and Construction	High	High	High	Mod.	High	High	Maintain
Manufacturing	Mod.	Low	Mod.	Low	Mod.	Mod.	Evaluate
Science Technology, Engineering, and Mathematics	Low	Low	High	Mod.	High	High	Maintain
Agriculture, Food, and Natural Resources -Focused Definition	High	High	Low	Low	High	Mod.	Maintain

*MCIS student survey data only available for Milaca High School. Student interest data is based on the MCIS Career Cluster interest survey. Student enrollment is evaluated by how many students enrolled in comparison to how many courses were offered in the region. More than 20 students per class is consider high, the range from 19 to 21 students is moderate, and more than 21 is high. For example, if only two courses were offered for 95 students, the student enrollment would be high. Alignment is calculated by career cluster offerings alignment to the local postsecondary partner, SCTCC. 40 to 55% alignment is considered moderate, more than 55% is considered high and less than 40% is low. High-wage occupations offer more than $19.10/hour or $39,750 per year on average (not necessarily at entry-level), which is the Economic Development Region 7W's median wage (DEED Occupational Employment Statistics), This also approximates the necessary minimum income to afford a home of median value in the region, though this is below the estimated minimum income needed for a household of two adults and one child in the EDR 7W region with one wage earner in the household ($48,480 or $23.31/hour, DEED Cost of Living Tool, 2019). Generalizations about pay level, education requirements, and level of technicality are made based on the majority of job requirements, but variation does exist within the field. High-growth occupations are expected to experience higher than average job growth for the region through 2024, which is 0.4%. High-openings positions are roles where the number of openings between 2019 and 2024 is more than 50% of 2019 total employment. High-demand positions have higher than average job posting volume locally. Other designations of high-demand may utilize DEED's Occupations In Demand tool.

Milaca/Ogilvie Region Current Employment by Field and Cluster

Of the 3,108,293 people employed in Minnesota as of the third quarter of 2019, 0.34% (10,606 people) were employed in the Milaca/Ogilvie region.

Milaca/Ogilvie Region's CTE Clusters (occupation overlap exists, will not sum) High Opening or Growth = #, High Wage = $ High Skill= &	Current					5-Year Forecast		Shortage
	Empl.	Average Ann. Wage	LQ	Unempl.	Unempl. Rate	Total Demand	ExpectedAnn % Growth	Total Possible 5-Year Supply Gap
Health Science # $ &	1,653	$52,700	1.09	75	3.8%	843	0.7%	(149)
Information Technology $ &	118	$72,000	0.34	2	3.9%	37	-0.4%	(13)
Business, Management, and Administration $ &	2,127	$57,000	0.81	97	3.8%	918	-0.6%	
Finance # $ &	903	$47,000	0.86	66	6.4%	549	-0.4%	(83)
Marketing # $ &	565	$42,700	0.67	36	4.9%	308	-0.5%	
Human Services # $	346	$41,700	1.56	11	3.3%	208	1.0%	(95)
Architecture and Construction $ &	2,177	$50,100	0.88	201	5.6%	1,084	-0.1%	
Manufacturing	485	$37,700	0.83	75	4.8%	221	-1.2%	(103)
Science Technology, Engineering, and Mathematics $ &	78	$66,600	0.54	1	2.7%	31	-0.2%	

Agriculture, Food, and Natural Resources -Focused Definition $	704	$56,400	1.40	38	3.9%	308	-0.4%	(19)
Total - All Occupations	10,606	$41,900	1.00	763	5.3%	5,818	-0.1%	

Milaca/Ogilvie Region District Detail

Milaca/Ogilvie Region's CTE Cluster*	# Course Offerings by Public School District		
High Student Interest = * High Alignment with SCTCC = +, High Opening or Growth = # High Wage = $ High Skill= &	Milaca (912)	Ogilvie (333)	All Milaca/Ogilvie Region
Health Science* # $ &	--	--	--
Information Technology $ &	2	3	5
Business, Management, and Administration + $ &	5	2	7
Finance *+ # $ &	2	3	5
Marketing *+ # $ &	1	--	1
Human Services + # $	5	--	5
Architecture and Construction + * $ &	4	4	8
Manufacturing	1	--	1
Science Technology, Engineering, and Mathematics + $ &	1	--	1
Agriculture, Food, and Natural Resources - Focused Definition * $	12	8	20
Work-based Learning	12	2	14
Total	45	22	67

[1] Visualization created in EMSI using American Community Survey 1-year estimates.

[2] Business Data by DatabaseUSA is third-party data, obtained by RealTime Talent through EMSI. RealTime Talent does not endorse or warrant its accuracy or consistency with other published data from QCEW, American Community Survey, or other data sources.

[3] Analysis by RealTime Talent, based on JobsEQ occupation gaps analysis factoring in local talent pool, education trends, employment forecasts, and employer demand.

[4] (EMSI, 2018)

Upload your completed CLNA Framework
  GRPC CLNA Framework FINAL

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Great River Perkins Consortium has strong alignment between secondary and postsecondary programming at their schools, giving students opportunities to continue their career education and exploration across all of the six Career and Technical Education career fields. Given student interest, employer demand, and local employment trends, building out further pathways in Health Science Technology, Architecture and Construction, and Science, Technology, Engineering, and Mathematics now would help meet the future demand of employers in the region. Preserving and growing postsecondary credit opportunities for existing programming in Animal Systems, Agribusiness, and Law Enforcement Services will help keep local talent in these pathways growing and high-skill. Employer leadership in the design and delivery of all programming will continue to ensure that Great River Perkins Consortium secondary and postsecondary students have the skills and experience they need to grow in high-wage, high-demand, and high-skill local careers.

The results of our CLNA reinforced for us that we need to continue supporting our existing state approved programs of study. *(Section 135 Local Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2F, 3, 4A, 4B, 5A, 5B, 5C, 5D, 5E, 5F, 5H, 5I, 5K, 5L, 5M, 5O, 5Q, 5S, 5T, 6)* Our initiatives in our action plan include expanding health sciences options *(Section 135 Local Uses of Funds: 2A, 2C, 2D, 2E, 2F, 2I, 3, 5A, 5B, 5C, 5D, 5E, 5F, 5I)* and brokering to include seamless post secondary paths in the area of Agriculture through opportunities with articualted or concurrent post secondary credit. *(Section 135 Local Uses of Funds: 1A, 1F, 2A, 2C, 2D, 2F, 2I, 3, 5A, 5B, 5C, 5D, 5E, 5F, 5O)*

As illustrated in our CLNA, funds will be used to create online learning opportunities for CTE courses, which would be especially useful for our rural school districts. *(Section 135 Local Uses of Funds: 5I)*

We will continue to partner with SCTCC to utilize secondary and post secondary Perkins funds to allow SCTCC Career Counselors to work with secondary consortium students on planning and implementing seamless programs of studies. One of the culminating activities of this counseling would include the EPIC Career Day, which will be offered to all secondary consortium students. *(Section 135 Local Uses of Funds: 1D)*

Additionally, Wright Tech Center (WTC) has many agreements with post-secondary institutions outside of our consortium for additional college credit opportunities for students. Our governing board is examining how these WTC agreements can be offered by other high schools in our consortium, too. We believe that there are multiple pathways that can lead students towards their career goal, and we aim to provide those options clearly to students and their high school's representatives. *(Section 135 Local Uses of Funds: 5I)*

St. Cloud Technical and Community College (SCTCC) hosts articulation meetings every fall, and requests the prescence of CTE teachers from every district with their accompanying articulation agreement, as well as, SCTCC faculty from those disciplines. This has been an effective method of gathering area CTE teachers and SCTCC faculty. We are now planning to infuse a needs assessment and presentations regarding Central MN employment needs and trends. Our consortium funds expenses (sub cost) related to attending these meetings. SCTCC will be hosting pre-articulated credit meetings for the SCTCC faculty to better preprare any new faculty and/or refresh current faculty for the articulated credit meetings with the high schools. *(Section 135 Local Uses of Funds 2A, 2B, 2C, 3, 5A, 5D, 5G, 5M)*

The consortium maintains nearly two dozen articulation agreements covering numerous regional high schools.

Our consortium pays for Technical Skills Assessment (TSA) for courses in which have CTE concentrators. We are continually looking for ways to expand TSAs to all capstone CTE courses. SCTCC CTE programs continue to assess student performance using a vairety of TSAs. *(Section 135 Local Uses of Funds: 3, 5F)*

Our governing board has offered consortium-wide meetings in the past however, we have not necessarily considered the meetings to be specific to a needs assessment. In an attempt to hear the opinions and plans for CTE programs from every district in our consortium, we have created and distributed a survey to assist us with predicting areas in which Perkins can assist with district CTE plans. *(Section 135 Local Uses of Funds: 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3, 5B, 5K,)*

Discovery Academy Concurrent Enrollment Partnership with SCTCC and consortium schools as a multi-district agreement. Courses are available in the areas of advanced automotives, welding and health care. These courses allow students to participate in career pathways and earn college credit while in a safe environment of their home high schools. *(Section 135 Local Uses of Funds: 3 & 5A, 5C, 5D, 5F, 5K, 5S, 5T)*

SCTCC will submit an application for accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP) for the 2020 - 2021 accreditation cycle. NACEP is the national accrediting body and is legislatively mandated by the Minnesota Legislature that all concurrent enrollment programs either are or are seeking accreditation by AY2020. Once SCTCC's Discovery Academy program is accredited SCTCC will be looking to strategically grow it with CTE focused offerings that support labor market projections, for example health care via Certified Nursing Assistant or Health Care Core Curriculum. *(Section 135 Local Uses of Funds: 3& 5A, 5C, 5D, 5F, 5K, 5S, 5T)*

SCTCC will continue support CTSOs, such as SkillsUSA and DECA, attendance and participation in competitions by assisting with the costs of the advisors of those CTSOs who will accompany those students participating. *(Secion 135 Local Uses of Funds: 1A, 1F, 3, 4B, 5B, 5E, 5F, 5M, 5O, 5T)*

MCIS will be provided for the sake of career pathway planning for all schools in the consortium *(Section 135 Local Uses of Funds: 1,)*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

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

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

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

GRPC will help fund Career ONE summer enrichment programing in conjuction with Career Solutions for at risk you in St. Cloud and surrounding comunities. This is a joint venture between GRPC, Career Soluitons and SCTCC. *(Section 135 Local Uses of Funds: 1A, 1C, 1E, 3, 4A, 5B, 5C, 5E, 5H, 5K)*

The EPIC (Exporing Potential Interests and Careers) Day has been a cooperative venture with many community industries and organizations joining together to educate secondary students 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 this event. We also work collaboratively with the Greater St. Cloud Development Corporation and our local economic development boards. *(Section 135 Local Uses of Funds: 1E, 1F)*

Our consortium provides funding for all secondary schools to offer and implement MCIS as a career planning tool. New this year are minimal requirements for secondary schools to mandate specific career aspects within MCIS for career planning, which will lead to the required PLP. CTE students from each secondary school will also be required to complete the Career Inventory on MCIS prior to graduation. *(Section 135 Local Uses of Funds: 1A, 1B,1C)*

Utlizing 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 marekt data, which will be of utmost importance as we transition back to in-person meetings and courses after the pandemic. *(Section 135 Local Uses of Funds: 1B&5B,5H,)*

The CLNA information and data will be shared to all stakeholders, including consoritum schools, secondary and post secondary administration, local workforce development organizations, and industry advisory boards with special attention paid to our analysis of labor market data. *(Section 135 Local Uses of Funds: 2B)*

Originating from area industry feedback and employment data, District 742 has written and implemented a 9th 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. *(Section 135 Local Uses of Funds: 1A, 1B,1C, 1E,)*

District 742 has been awarded an Office of High Education Gear Up, Get Ready grant, beginning in the 2019-2020 school year for students in 6-8 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. *(Section 135 Local Uses of Funds: 1A. 1B, 1C, 1E,4A)*

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. *(Section 135 Local Uses of Funds: 1A, 1E, 1F, 3, 4, 5A, 5B, 5H, 5T)*

SCTCC is developing CTE program specific academic advising peer mentors to assist in the addressing of performance gaps. CTE Peer Mentors serve as members of the Academic Advising Center team, which aims to assist students throughout the academic semester by enhancing and promoting an overall positive college experience. The CTE Peer Mentors help students within their CTE career field navigate through campus resources along with assisting them in developing strong skills for life and college success. CTE Peer Mentors will be able to bring first hand knowledge and relatability when meeting with students in their same CTE field. *(Section 135 Local Uses of Funds: 1C, 1D, 1E, & 5K)*

SCTCC's Career Center Director and GRPC Board will work together on ways to help share career exploration opportunities with resources with secondary and post secondary CTE students. *(Section 135 Local Uses of Funds: 1B, 1C, 1E, 1F)*

For the past 31 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. Due to COVID-19 situation the 2020 Career Fair was turned into an online career fair, held the week of May 4 - 8, 2020. In the weeks prior to the online event the SCTCC Career Ceter held numerous online prep sessions for the students, such as resume writing, employer panels, interview tips, etc. *(Section 135 Local Uses of Funds: 1A, 1B, 1C, 1D, E, 1F)*

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 busines careers. *(Section 135 Local Uses of funds: 1A, 1B, 1D, E, 1F & 5B, 5K, 5T)*

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. *(Section 135 Local Uses of Funds: 5C)*

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. *(Section 135 Local Uses of Funds: 5K, 5T)*

SCTCC and GRPC has also supported 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. The GRPC goal is to have 1,500 people tour 6-8 businesses during the 2018 Tour of Manufacturing. *(Section 135 Local Uses of Funds: 5B, 5T)*

SCTCC invited our GRPC and other regional high school counselors to an appreciation event on February 8, 2019. During the event, the counselors were fed lunch and breakfast while learning/receiving updates about EPIC, Forecast Your Future, SCTCC in general, PSEO, Discovery Academy, Articulated Credit. They were also able to tour: Carpentry, Nursing, Energy and Electronics, and learn about the Associate in Arts and Pathway Programs. *(Section 135 Local Uses of Funds:: 2A, 2C, 2F)*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Our consortium will continue to offer and modify articulation meetings to allow and encourage collaboration between secondary CTE teachers and post secondary 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. *(Section 135 Local Uses of Funds: 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H & 4A, 4B,5C)*

Through the use of TSAs, we will ensure alignment of courses with industry recommendations and credentials that can lead to post secondary and/or career-direct opportunities. *(Section 135 Local Uses of Funds: 3 & 5F, 5O)*

We will continue to provide funding to local districts to incorporate and embed new and creative ways to braid academic skills into CTE coursework. We will again be offering professional development in the area of integrating math and reading into CTE courses to help build a bridge for students into applying core skills. We will work to offer a workshop in St. Cloud together with SCTCC faculty and MDE Specialists regarding the integration of reading and math into CTE courses. *(Section 135 Local Uses of Funds: 2A, 2C, 2D, 2E, 2F, 2G, 2H & 4A, 4B)*

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. *(Section 135 Local Uses of Funds: 2A, 2C, 3, 4B, 5D, 5E, 5M, 5T)*

SCTCC will continue to use TSAs to confirm students are mastering skills recommended by and aligned with industry standards. *(Section 135 Local Uses of Funds: 2D, 2E, 3, 4B, 5F, 5O,5T)*

The Center for Academic Success (CAS) or SCTCC's tutoring center uses peer mentors to assist in tutoring CTE students. The CAS is also available for our Post Secondary Enrollment Opion and Discovery Academy (concurrent enrollment) students. Even if the DA student is not on campus they are able to set up online, face-to-face tutoring sessions with these mentors. **(Section 135 Local Uses of Funds: 3, 4B, 5K, 5M, 5T)**

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. *(Section 135 Local Uses of Funds: 5K)*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Work based learning opportunities are available at consortium schools for students in the mainstream as well as programming for special populations, which are are available locally and regionally. Districts have expanded programs within our consortium to ensure access to special populations of students. There are schools and learning centers within each consortium region with opportunities for disadvantaged and at-risk students. *(Section 135 Local Uses of Funds: 1A,1E,3,5E)*Work experience programs for students who are economically disadvantaged are vital for students as they are able to gain high school credit while making money to support their families at the same time. *(Section 135 Local Uses of Funds: 1A,3,5E)*

Secondary will support online coursework options, espcially for rural schools. (Section 135 Local Uses of Funds 4A, 5A, 5P, 5S, 5T)

Each secondary school has school district policy specific to equal access and opportunity as it relates to students diversity in terms of ethnic, academic, and economic classification. *(Section 135 Local Uses of Funds: 3, 5H)*

SCTCC will host and facilitate a workshop for secondary counselors specific to non-traditional career paths for secondary students to pursue. *(Section 135 Local Uses of Funds: 1B,2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I)*

Secondary and Post Secondary will investigate additional ways to access programs for economically disadvantaged, ethnic minorities, and students with disabilities as indicated by our CLNA (Section 135 Local Uses of Funds 1A, 2D, 2G, 2H)

SCTCC contines to host an annual Diversity Fair, attracting participants from a variety of racial and socio-economic backgrounds. The day includes information about admissions, a tour of SCTCC, and a student panel featuring current SCTCC students. The fair is free of charge and includes both busing and lunch. *(Section 135 Local Uses of Funds: 1A, 1B, 1C, 1D, 1E, 5H, 5I, 5K, 5M, 5N, 5T)*

SCTCC hosts an admissions events targeted at potential LatinX and Somali students and their parents where printed materials were available in English and Spanish or Somali, with the tour guides and presentors fluent in both English and Spanish/Somali. The event includes a presentation including information on attending college in general, about SCTCC, financial aid followed by a tour and discussion/question and answer session. The event is free of charge and is aimed at educating the students and parents both. *(Section 135 Local Uses of Funds: 1A, 1B, 1C, 1D, 1E, 5H, 5I, 5K, 5M, 5N, 5T)*

SCTCC's Disability Services provides a variety of services designed to help special populations succeed in their educational ambitions. These include interpreters, testing accommodations, alternative format textbooks, and notetaking services. The department employs an Academic Case Manager, as well as an Accomodations Specialist. *(Section 135 Local Uses of Funds: 2G, 2H, 3, 4B, 5D, 5P, 5S, 5T)*

SCTCC continues to utilize the flipped advising process where students provide information up-front prior to meeting with the advisor. This allows for 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. *(Section 135 Local Uses of Funds: 1C, 1D, 1E, 5K, 5P, 5T)*

SCTCC will continue to utilize Perkins funds to pay a portion of the salary for the Director of the Mary Stangler Center for Academic Success (CAS) as well as assist in funding tutors of the CAS. The tutoring services of the CAS continues to grow, especially as they aim to offer more and more CTE and non-general subject tutors. All SCTCC students, be it oncampus, online, PSEO, or Discovery Academy students also have access to 15 hours per year of free online, on-demand tutoring throug Tutor.com. *(Section 135 Local Uses of Funds: 1D, 4B, 5D, 5K, 5M, 5P, 5T)*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The GRPC governing board has started to infuse industry and community members into our monthly meetings. We aim to create relationships that are effective across the consortium. As a mostly rural consortium with small school and community populations, some areas do not have much for contacts in regards to industries and partnerships. By including industry members in our monthly meetings, we can work to ensure that all are exposed to viable community partners.*(Section 135 Local Uses of Funds:: 1E,5B)*

Secondary and postsecondary representatives of the GRPC Board attend and participate in various meetings and committees such as CTE related advisory boards, the St. Cloud Area Youth Council, English Language Learner Initiatives (ELL) committe, and Adult Learner committees. *(Section 135 Local Uses of Funds:: 5B)*

Each school district offers at least 2 advisory meetings each year, during which Perkins Funding and uses of funds is an agenda item. There has been discussion regarding a joint advisory meeting for schools that are in close proximity (St. Cloud, Sartell, and Sauk Rapids) in CTE areas that are identical. We are finding that many of our active advisory members are asked to participate in more than one school's meetings, and we could be more effective by working together for this purpose. Each of the CTE disciplines at St. Cloud Technical & Community College have advisory boards consisting of area industy partners with a minimum of 1 meeting per semester. *(Section 135 Local Uses of Funds: 1B, 2D, 2E, 5B, 5D, 5T)*

Our consortium funds several effective Career and Technical Student Organizations (CTSOs) that offer unbelievable real-world, applicable leadership and work based learning opportunities. We encourage all CTE teachers to incorporate leadership aspects within their classroom, and we aim to offer CTSO options at all of our consortium schools. *(Section 135 Local Uses of Funds: 1A,2A,3,5O)*

Work Based Learning experiences are offered in various formats throughout the districts. One option that is interesting to our area industry members is pre-apprenticeships and apprenticeships. The Central Minnesota Manufacturing Association has been working to develop an industry agreement model that can be used throughout the area and for various circumstances. Our consortium offers traditional work based learning courses for learners at all levels (at-risk, traditional, English Language Learners, ages 18+, Special Educaiton, etc.) Interest is growing to align courses into pathways to ensure industry exposure of in demand careers and skills. St. Cloud 9th graders will participate in career rotations according to Minnesota's Career Pathway infographic while working towards self discovery and career choice, including their World's Best Workforce initiative of creating a personal learningn plan. *(Section 135 Local Uses of Funds: 1A,3,4A ,5B,5E)*

Work based learning opportunities have expanded in our consortium to ensure access to special populations of students. Milaca has new program approvals for work based learning in their Area Learning Center and their Special Education department. McKinley Area Learning Center hosts two full time teachers for Work Based Learning opportunities. Students who attend this area learning center are from multiple school districts. *(Section 135 Local Uses of Funds: 1A,3,5E)*

In addition to traditional WBL programs, Wright Tech Center offers more intense and career focused work experience options such as their CEO Program, Youth Apprenticeship Program, and Entreprenuership program. *(Section 135 Local Uses of Funds: 1A,3,4A,5B, 5E)*

As a consortium initiative, the Health Career Exploration Program is supported through so that students throughout the St. Cloud metro area complete job shadowing with medical professionals within areas of their interest. Additionally, students learn about bioethics, medical career opportunities, training in CPR/First Aid, neglect/abuse, etc. In order to consolidate the requests of professionals, clerical support is assigned to coordinate the shadowing and classroom speakers for each participating school.(*Section 135 Local Uses of Funds: 1A, 1E, 3,5B, 5E)*

The Tiger Build is a great example of experiential and work base learning but also of collaboration between secondary, postsecondary and the industry. Technical High School and SCTCC worked together with Habitat for Humanity to build a home for a local resident. The secondary and postsecondary students were often working together. including carpentry, plumbing and electrical students and instructors from SCTCC. *(Section 135 Local Uses of Funds: 1A,3,4A, 5B 5E)*

Central Minnesota industries partnered with SCTCC and the Great River Consortium schools to provide an EPIC (Exploring Potential Interests and Careers) event. In February 2020, over 4,000 local and regional high school students from 26 different high schools were invited to SCTCC to participate in hands-on career activities to help expose them to career fields that they may not otherwise know. Each of the 6 career clusters had industry representation with over 100 industry partners participating in EPIC. SCTCC faculty, staff, students and CTSOs assisted with the implementation and delivery of this well attended and extremely successful event. Planning for the 2021 event began almost immediately after the 2020 event concluded as schools and industry alike have been requesting for it to be held again in 2021. *(Section 135 Local Uses of Funds: 1A, 1B, 1E)*

For the past 31 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, bringin in almost 200 employers annually. Due to COVID-19 situation the 2020 Career Fair was turned into an online career fair, held the week of May 4 - 8, 2020. In the weeks prior to the online event the SCTCC Career Ceter held numerous online prep sessions for the students, such as resume writing, employer panels, interview tips, etc. *(Section 135 Local Uses of Funds: 1B, 1C, 1D, 1E)*

Most schools have work based learning programs and coursework through stand-alone WBL teachers. Many have opportunities for WBL through diversified occupations, Ag, Business, FCS, or Health Science programs, which all have components of work based learning embedded in their program as illustrated in program approval and the CLNA. *(Section 135 Local Uses of Funds: 1A, 3, 5E)*

SCTCC is partnering with Coldspring, a local manufacturing company, and four different school districts to develop a program where high school students will spend their day at Coldspring taking Discovery Academy (concurrent enrollment) courses and working for Coldspring while meeting high school graduation requirements. The courses offered are part of a couple of manufacturing programs at SCTCC. *(Section 135 Local Uses of Funds:: 1A, 1C, 1D, 1E, 1F, 3, 4A, 5B, 5E, 5F, 5L)*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Great River Perkins Consortium has formal agreements with select colleges and universities for high school courses comparable to college courses. By articulating with over 24 post-secondary institutions, students have access to continuing their career pathways into employment. St. Cloud Technical and Community College offers courses to high school students through the Discovery Academy in fields such as automotive technology and first responder courses.68 *(Section 135 Local Uses of Funds: 1A,3 ,5B, 5C)*

In 2018 - 2019 SCTCC and GRPC partnered with District 742 to offer an Early-Middle College program, "Panther Pathways, to McKinley ALC students. The partnership will continue in 2020 - 2021. All students will take a Success in College course first, and will then branch out into their CTE field of choice. *(Section 135 Local Uses of Funds: 1A, 1E, 5C)*

St. Cloud Region

The St. Cloud region has the highest percentage of approved secondary CTE courses with a postsecondary award or credential; 88 out of the GRPC's approved secondary 135 CTE courses with a postsecondary credential or award are offered in this region. In addition, St. Cloud region's secondary career pathways and postsecondary career pathways at St. Cloud Technical and Community College have a high level of alignment. St. Cloud region offers CTE courses in pathways that align with 76% (19 out of 25 pathways) of the career pathways at SCTCC. This high alignment and high level of CTE courses with postsecondary credential or award could be due to the proximity to St. Cloud Technical and Community College as there is more potential for concurrent enrollment than in other regions. *(Section 135 Local Uses of Funds: 1A, 3, 5B, 5C)*

Secondary students in the St. Cloud region currently have access to participate in the following CTE programs that provide an opportunity to gain postsecondary credit: *(Section 135 Local Uses of Funds:1A,3,5A,5C)*

ALBANY AREA SCHOOLS
Agriculture, Food, & Natural Resources
· Construction A, Articulated Credit -St. Cloud Technical and Community College (SCTCC)
· Construction B, Articulated Credit -St. Cloud Technical and Community College
· College Animal Science, CIS - UMN TC
Business, Management, Administration
· Accounting I, Articulated College Credit - M-State
· Computer Applications: Web page Design, Articulated Credit - SCTCC
· Introduction to the Business World, Articulated Credit - SCTCC
· Microsoft Office
Human Services
· Child and Human Development Articulated Credit -SCTCC
· Family Living Skills and Relationships, Articulated Credit -SCTCC
· Independent Living, Articulated Credit -SCTCC
· Nutrition, Articulated Credit -SCTCC
· College Life-Span Development Psychology, CIS - UMN Crookston
FOLEY PUBLIC SCHOOLS
Business, Management, & Administration
· Personal Finance, SCTCC
Human Services
· Advanced Foods, SCTCC
· Child Development II - Infants and Toddlers, SCTCC
· Family and Living, SCTCC
HOLDINGFORD PUBLIC SCHOOLS
Agriculture, Food, & Natural Resources
· Ag; intermediate welding, Articulated Credit - SCTCC
Business, Management, & Administration
· Personal Finance, Articulated Credit - SCTCC
KIMBALL AREA PUBLIC SCHOOLS
· No current offerings
Melrose Area Public Schools
· No current offerings
PAYNESVILLE AREA SCHOOLS
Agriculture, Food, and Natural Resources
· Introduction to Animal Sciences, CIS - UMN
Engineering, Manufacturing, & Technology
· Land Transportation ASE/MLR, CIS - SCTCC
Work-based Learning
· Youth Apprenticeship Seminar Class, CTE Elective Opportunity -SCTCC
· Youth Apprenticeship WBL – OJT, CTE Elective Opportunity -SCTCC
ROCORI SCHOOL DISTRICT
· Culinary Prostart, Articulated Credit – SCTCC
ROYALTON PUBLIC SCHOOLS
Engineering Manufacturing and Technology
· General Automotive, Articulated Credit - SCTCC
Work-based Learning
· Work-Experience Job Training Course
· Work-Experience Seminar Course
Agriculture, Food, and Natural Resources
· Accelerated Metals, Articulated Credit, SCTCC
SARTELL-ST. STEPHEN INDEPENDENT SCHOOL DISTRICT
Engineering Manufacturing & Technology
· Automotive Basics, Articulated Credit -SCTCC
· Metals 1, Articulated Credit -SCTCC
· Metals 2, Articulated Credit -SCTCC
· Metals 3, Articulated Credit -SCTCC
· Practical Mechanics, Articulated Credit -SCTCC

- PLTW: Intro to Engineering Design, CIS - University of MN Twin Cities, SCSU, SCTCC
- PLTW: Principles of Engineering, CIS - University of MN Twin Cities, SCSU, SCTCC

Human Services
- Child Development and Psychology Practicum, Articulated Credit -SCTCC
- Living on Your Own, Articulated Credit -SCTCC

SAUK RAPIDS-RICE PUBLIC SCHOOLS
Business, Management, & Administration
- Personal Finance, Articulated - SCTCC
- Advanced Culinary, Articulated Credit - SCTCC & St. Paul College
- Baking and Pastry, Articulated Credit - SCTCC & St. Paul College
- Introduction to Culinary, Articulated Credit - SCTCC & St. Paul College
- College Economics (S2S), Concurrent - St. Cloud State

ST. CLOUD AREA SCHOOL DISTRICT
Engineering, Manufacturing & Technology
- Advanced Robotics, Articulated Credit -SCTCC
- Auto I, Articulated Credit -SCTCC
- Construction I, Articulated Credit -SCTCC
- Intro to Robotics, Articulated Credit -SCTCC
- Metals I, Articulated Credit -SCTCC
- Metals II, Articulated Credit -SCTCC
- PLTW: Civil Engineering & Architecture, Articulated Credit -SCTCC
- PLTW: Engineering Design & Development, Articulated Credit -SCTCC
- PLTW: Intro to Engineering Design, Articulated Credit -SCTCC
- PLTW: Principles of Engineering, Articulated Credit -SCTCC
- Woods II, Articulated Credit -SCTCC

Health Science Technology
- Health Care Core Curriculum, Articulated Credit -SCTCC
- Medical Terminology, Articulated Credit -SCTCC

Human Services
- Child and Human Development, Articulated Credit -SCTCC
- Introduction to Teaching, Concurrent Enrollment - St. Cloud State University

Wright Technical Center/Buffalo

Wright Technical Center/Buffalo region's secondary career pathways and postsecondary career pathways at St. Cloud Technical and Community college are highly aligned. Wright Technical Center/Buffalo offers CTE courses in pathways that align with 72% (18 of the 25) of the career pathways at SCTCC. School districts in the Wright Technical Center/Buffalo region offer a range of postsecondary opportunities beyond the consortium. They have sixteen different technical schools, colleges, and universities that honor their course with articulated college credits or offer concurrent enrollment – whereas St. Cloud regional schools have six and Milaca/Ogilvie regional schools have four. The region has the second highest percentage of approved secondary CTE courses with a postsecondary award or credential; 43 out of the GRPC's approved secondary 135 CTE courses with a postsecondary credential or award are offered in this region. (**Section 135 Local Uses of Funds:1A,3,5A, 5C**)

ANNANDALE PUBLIC SCHOOLS
Business, Management & Administration
- Computer Essentials I:
    o Articulated Credit - Anoka Technical College
    o Articulated Credit -Anoka-Ramsey Community College
    o Articulated Credit -Dakota County Technical College
    o Articulated Credit -Hennepin Technical College
    o Articulated Credit -Minnesota State College Southeast
    o Articulated Credit -Minnesota West Community & Technical College
    o Articulated Credit -Normandale Community College
    o Articulated Credit -Ridgewater College
    o Articulated Credit -Rochester Community & Technical College
    o Articulated Credit -Saint Paul College
    o Articulated Credit -South Central College
    o Articulated Credit -St. Cloud Technical College
- Accounting I:
    o Articulated Credit - Anoka-Ramsey Community College
    o Articulated Credit - Central Lakes College
    o Articulated Credit - Hennepin Technical College
    o Articulated Credit - Minnesota State College Southeast
    o Articulated Credit - Minnesota West Community & Technical College
    o Articulated Credit - MN State Community & Technical College (M State)
    o Articulated Credit - Normandale Community College
    o Articulated Credit - Ridgewater College
    o Articulated Credit - Riverland Community College
- Course unknown, Articulated Credit - SCTCC

BUFFALO-HANOVER-MONTROSE

Agriculture, Food & Natural Resources

- CIS Animal Science, CIS, Concurrent Enrollment - U of M
- Landscaping, Concurrent Enrollment - Hennepin Technical

Business, Management & Administration
- CIS Accounting II, CIS, Concurrent Enrollment - Hennepin Technical College
- CIS Entrepreneurship, CIS, Concurrent Enrollment - Hennepin Technical College
- CIS Personal Financial Management, CIS, Concurrent Enrollment - North Hennepin Community College
- CIS Business, CIS, Concurrent Enrollment - St. Cloud State University

Human Services
- CIS Introduction to Early Childhood, CIS - Concurrent Enrollment - Hennepin Technical College
- CIS Child and Human Development, CIS - Concurrent Enrollment - Hennepin Technical College
- CIS Culinary Foods 2, CIS - Concurrent Enrollment - SCTCC
- CIS Introduction to Gerontology, CIS - Concurrent Enrollment - St. Cloud State University

HOWARD LAKE – WAVERLY – WINSTED PUBLIC SCHOOLS
Agriculture, Food, & Natural Resources
- Animal Science, CIS - U of M Twin Cities

MONTICELLO PUBLIC SCHOOL DISTRICT
Business, Management, & Administration
- CIS Business and Marketing, CIS - Central Lakes College

ST. MICHAEL-ALBERTVILLE SCHOOLS
Business, Management & Administration
- Accounting, Articulated Credit - SCTCC

Human Services
- Child Development, Articulated Credit - SCTCC

WRIGHT TECHNICAL CENTER
Health Science Technology
- First Aid and Safety, Articulated Credit -Anoka Ramsey, Anoka Tech, Central Lakes, Normandale, North Hennepin, SCTCC, Hennepin Tech
- Health Care Core Curriculum, Articulated Credit -Anoka Ramsey, Anoka Tech, Central Lakes, Normandale, North Hennepin, SCTCC, Hennepin Tech
- Medical Terminology, Articulated Credit -Anoka Ramsey, Anoka Tech, Central Lakes, Normandale, North Hennepin, SCTCC, Hennepin Tech
- Nursing Assistant, Articulated Credit -Anoka Ramsey, Anoka Tech, Central Lakes, Normandale, North Hennepin, SCTCC, Hennepin Tech

Human Services
- Law Enforcement & EMR I, Articulated - Alexandria Tech
- Law Enforcement & EMR II, Articulated - Alexandria Tech
- Early Childhood & Elementary Careers I, Articulated - Hennepin Tech, Ridgewater, Central Lakes College
- Early Childhood & Elementary Careers II, Articulated - Hennepin Tech, Ridgewater, Central Lakes College
- Cosmetology Careers, Articulated - PCI Academy & Empire School of Cosmetology

Engineering, Manufacturing, & Technology
- Advanced Drive Trains – NATEF, Multiple Post Secondary Institutions
- Brakes, Steering & Suspension – NATEF, Multiple Post Secondary Institutions
- Construction Trades I, Multiple Post Secondary Institutions
- Construction Trades II, Multiple Post Secondary Institutions
- Electrical & Electronic Systems – NATEF, Multiple Post Secondary Institutions
- Engine Performance – NATEF, Multiple Post Secondary Institutions
- Graphic Communications I, Multiple Post Secondary Institutions
- Graphic Communications II, Multiple Post Secondary Institutions
- PLTW: Introduction to Engineering Design, Multiple Post Secondary Institutions
- PLTW: Principles of Engineering, Multiple Post Secondary Institutions
- Welding Technology I, Multiple Post Secondary Institutions
- Welding Technology II, Multiple Post Secondary Institutions

Milaca/Ogilvie Region

Milaca/Ogilvie region's secondary career pathways and postsecondary career pathways at St. Cloud Technical and Community College have a low level of alignment. The Milaca/Ogilvie Regional high schools have few opportunities to gain postsecondary credit while in high school -- four CTE courses out of 67 offer opportunities to gain postsecondary credit. The Milaca/Ogilvie region offers CTE courses in pathways that align with 44% (11 out of 25 pathways) of the career pathways at SCTCC. Considering the geographic distance from Milaca and Ogilvie high schools to St. Cloud Technical and Community College (38 miles and 51 miles respectively) online courses could be an excellent and feasible option for secondary students in this region seeking postsecondary credit. **(Section 135 Local Uses of Funds: 1A,3, 5A, 5C)**

One opportunity to increase the amount of opportunities to gain postsecondary credit in the Milaca/Ogilvie region is in the Business, Management & Administration career field, programming that is moderately aligned to St. Cloud Technical and Community College. Secondary students taking Business Finance CTE courses could be encouraged to enroll in online postsecondary Finance (AS) or Finance (Diploma) courses at St. Cloud Technical and Community College. **(Section 135 Local Uses of Funds: 1A, 3,5A, 5B, 5C)**

Secondary students in the Milaca/Ogilvie Region currently have access to participate in the following CTE programs that provide an opportunity to gain postsecondary credit: **(Section 135 Local Uses of Funds: 1A,3,5A, 5C)**

Milaca Public Schools

Agriculture, Food & Natural Resources:

- Advanced Metals Course, Articulated credit at St. Cloud Technical and Community College

Business, Management, & Administration:

- Business Internship Course, Concurrent enrollment at Minnesota State, Fergus Falls

Engineering, Manufacturing, & Technology

- PLTW: Introduction to Engineering Design at University of Minnesota and St. Cloud State University

- Building Trades at St. Cloud Technical and Community College

Ogilvie Public Schools

· No current course offerings with opportunities to gain postsecondary credit.

SCTCC offered concurrent enrollment opportunities through their Discovery Academy program for consortium schools in various areas such as Nursing Assistant, Manufacturing, and Automotive. The Discovery Academy program focuses only on offered CTE concurrent enrollment courses. **(Section 135 Local Uses of Funds 1A, 1D, 1E, 1F, 3, 4A, 5A, 5B, 5C, 5F, 5K, 5L,)**

SCTCC & GRPC will continue collaborating with multiple agencies and nonprofits to provide exposure and early credits options to students in CTE Programs of Study. The options will include Discovery Academy (SCTCC's concurrent enrollment program), CTE articulated credit, and Postsecondary Enrollment Options (PSEO). The goal is to grow Discovery Academy by 10% (once the Discovery Academy program is accredited by NACEP), articulated credit agreements by 5%, and PSEO by 3%.

SCTCC's Director of K-12 Initaitives is a permanent postion partially funded with Perkins dollars, with a focus on growing relationships and options between secondary and post secondary partners, as well as, industry. **(*Section 135 Local Uses of Funds:* 3, 4A, 4B, 5A, 5B, 5C, 5D, 5H, 5I, 5K, 5L, 5M, 5N, 5O, 5Q, 5R, 5T)**

St. Cloud Technical and Community College

St. Cloud Technical and Community College has several credit transfer agreements that allow students to move from a two-year program at SCTCC into a four-year program at another postsecondary institution.

St. Cloud Technical and Community College 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

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

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. *(Section 135 Local Uses of Funds: 2A, 2D, 2E, 2F, 2G, 2H, 2I)*

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.*(Section 135 Local Uses of Funds: 2A, 2D, 2E, 2F, 2G, 2H, 2I)*

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. *(Section 135 Local Uses of Funds: 2A)*

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. *(Section 135 Local Uses of Funds: 2A, 2B, 2D, 2F, 2G, 2H, 2H, 5B)*

SCTCC will allocate a portion of the Perkins funds for CTE Faculty professional development opportunities. *(Section 135 Local Uses of Funds: 2A, 2B, 2D, 2F, 2G, 2H, 5B)*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Working together with SCTCC's Career Center staff, we aim to work with individual secondary schools on career guidance and educational planning for all students with an emphasis on students of color, economically disadvantaged, and students with disabilities with a goal of recruiting more females into non-traditional career fields. *Section 135 Local Uses of Funds: 1C, 1D, 1E)*

We will continue to use some of our reallocation funds for the specific purpose of recruiting non-traditional students into underrepresented CTE courses. These mini grants would be created and implemented by local consortium schools, using their data from the CLNA. Mini grants will also be available to consortium schools and CTE instructors for the purpose of incorporating reading and math skills. *(Section 135 Local Uses of Funds: 1A, 1E, 3, 4A, 5M)*

Perkins grant dollars will be made available to schools for remediation of students who are not proficient in reading and math using CTE focused curriculum, course time, online modules, etc. MCA data will assist in focusing on the skills that need to be enhanced. *(Section 135 Local Uses of Funds: 4A)*

We will continue to encourage implementation of industry certifications in CTE courses to ensure industry alignment. We will continue to support our secondary partners with their goal of improving student performance data. We will host workshops to help bolster reading and math attainment in CTE courses. We will continue to partner with the EPIC Career Day to specifically recruit students into non-traditional career fields. *(Section 135 Local Uses of Funds: 3, 5F)*

SCTCC is developing CTE program specific academic advising peer mentors to assist in the addressing of performance gaps. CTE Peer Mentors serve as members of the Academic Advising Center team, which aims to assist students throughout the academic semester by enhancing and promoting an overall positive college experience. The CTE Peer Mentors help students within their CTE career field navigate through campus resources along with assisting them in developing strong skills for life and college success. CTE Peer Mentors will conduct individual mentoring, and may also facilitate academic workshops, and provide guidance and encouragement throughout the academic semester. CTE Peer Mentors will be able to receiv Starfish notifications to aid in earlier intervention when a student is sruggling. The mentors will refer struggling students to appropriate areas of assistance, such as the CAS, SCTCC's tutoring center, disability services, etc. *(Section 135 Local Uses of Funds: 3, 4A, 5K)*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 10: Consortium Governance

Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

- Minimum of 1 school district and 1 postsecondary Minnesota State College
- Minimum of 6 programs of study
  - Of these 6 programs of study, a minimum of 4 career fields must be represented
  - All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

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 articualtion 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.

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.

(Section 135 Local Uses of Funds: 1E,2A, 2D, 2E,3,5B, 5H)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135–

(1) in—

　　(A) rural areas;

　　(B) areas with high percentages of CTE concentrators or CTE participants;

　　(C) areas with high numbers of CTE concentrators or CTE participants; and

　　(D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

 (2) in order to—

　　(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

　　(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

Reserve funds will be used for the following priorities:

1. Wright Tech Center has identified the need to begin an Agriculture program of study. Wright Tech Center wishes to fund part of a teacher's salary for this new initiative. **(Section 135 Local Uses of Funds 2)**

2. ensure health sciences access and expansion across the consortium *(Section 135 Local Uses of Funds: 1,3,4,5)*

3. rotating basis for programs with high interest and high concentrators that are well aligned in the programs of study *(Section 135 Local Uses of Funds: 1,2,3,4,5)*

Examples would be most of the programs at Wright Tech Center, Sauk Rapids Marketing and Culinary, St. Cloud/Sartell Automotive, and a number of Ag programs across the consortium.

SCTCC is focusing their reserve funds on the following:

- Equipment **(*Section 135 Local Uses* of funds: 2C, 5D)**
- CTE Meeting expenses for articulation meetings, meetings with high school counselors and administrators **(*Section 135 Local Uses* of Funds: 2A, 2B, 2C, 4A, 5A, 5B, 5K, 5T)**
- Travel expenses related to meetings, confernces, professional development, etc **(*Section 135 Local Uses* of funds: 2A, 2B, 2C, 3, 4A, 4B, 5B, 5H, 5K, 5T)**
- Discovery Academy (Concurrent enrollment) program costs **(*Section 135 Local Uses* of Funds: 1A, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3, 4A, 5A, 55B, 5C, 5D, 5E, 5F, 5K, 5T)**
- Support of the EPIC Career Exploration event **(*Section 135 Local Uses* of Funds: 1A, 1C, 1D, 1E,1F)**
- CTE Peer Mentor Progarm **(*Section 135 Local Uses* of Funds: 1B, 1C, 1D, 1E, 1F, 4B)**
- CTE Faculty Professional Development **(*Section 135 Local Uses* of Funds: 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 5B, 5T)**
- RealTime Talent fees for CLNA **(*Section 135 Local Uses* of Funds: 6)**

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

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	2500
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	15000
Secondary Subtotal	17500
TOTAL	27500

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

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
Leah Sams	Director of Secondary Curriculum and CTE Programming	Secondary	407668	5	10000
Steve Hammero	Secondary Perkins Coordinator	Secondary	317752	5	4000
John Rasmussen	Secondary Perkins Coordinator	Secondary	288343	100	12000
Susan Jordahl	Director of K12 Initiatives	Post Secondary		65	
Brian Koslofsky	Secondary Perkins Coordinator	Secondary	380989	10	13000
Megan Daniel	Admin Assistant	Secondary		15	8600
Becky Thelen	Admin Assistant	Post Secondary		50	
Tom Garbaerick	CTE Academic Advisor	Post Secondary		75	
Jill Jochum	Accounting Officer	Post Secondary		9.5	
Kerby Plante	Director of CAS	Post Secondary		25	
Dean Wulfekuhle	Accomodations Specialist	Post Secondary		50	
Anh Glewwe	Secondary Fiscal Host	Secondary		10	15000
Eli Gindelle	Secondary Horticulture Instructor	Secondary	1002639	25	22150

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

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Position Description
Class II 2016

Position Description
Coordinator CTE Career College Community Readiness NonPublic 2016

Position Description
SH_GRPCSecondaryCoordinator_2018 (1)

Position Description
GRPCSecondaryCoordinator_2018 (1)

Position Description
WTCDirectorJD (1)

Position Description
FinancialSupport (1)

Position Description
Director of K12 Initiatives

Position Description
Administrative Assistant for K-12 Initiatives Program Academic Advising

Position Description
CTE Academic Advisor

Position Description
CAS Director

Position Description
Accomodations Specialist

Position Description
Accounting Officer

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration ▾

Career Pathways: Select the career pathway from the drop down menu.

Restaurants and Food/Beverage Services ▾

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Sauk Rapids-Rice High School

St. Michael-Albertville

Foley

 St. Cloud

Albany

Holdingford

Rocori

Kimball

Sartell

Big Lake

Buffalo

Melrose

Monticello

Program Code: 090101

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

St. Cloud Technical and Community College

AAS Culinary Arts

Diploma Culinary Arts

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	ServSafe		
Work-based Learning	Culinary Work Experience	Service Club	
Licensure			
Certification	ServSafe Food Handler	ServSafe Food Manager	
Industry-Recognized Credential	ServSafe	ProStart	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**

- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS Culinary Arts	Diploma Culinary Arts	
Work-based Learning	Internship	Cook and serve meals to SCTCC campus community	
Licensure	ServSafe		
Certification	ServSafe Food Handler	ServSafe Food Manager	
Industry-Recognized Credential	Certificate of Achievement		

Other Assessments (only if not previously listed):

Technical Skill Assessments - NOCTI/ServSafe Manager

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course Syllabi/outlines

State Content Frameworks

Minnesota State Program Inventory

College Appoved Program Plan

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Avisory Boards

CTSOs

SkillsUSA

Comprehensive Local Needs Assessment

Program Review/Approvals

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Teacher Licensure

Advisory Boards

participation in EPIC

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Minnesota State Program Inventory

College Approved Program Plan

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Spending/Equipment Plan

Program Budget

Perkins-Funded Equipment List

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Culinary Work Experience

Service Club

Internships

Cook and serve meals for SCTCC campus community

CTSO activities

SkillsUSA

NOCTI/ServSafe Manager

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Comprehensive Local Needs Assessment

Advisory Boards

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

[Business, Management, & Administration ▼]

Career Pathways: Select the career pathway from the drop down menu.

[Marketing Management ▼]

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Sauk Rapids-Rice High School 040800, 049090, 140710, 149090

St. Cloud 040800. Was flagged as missing but was there

Milaca 149090,140710

Ogilvie 140710

Albany 140710

Holdingford 140710

Foley 140710

Sartell 140710,149090

Annandale 140710

Becker 140710

Big Lake 140710

Buffalo 140710

Howerd Lake-Waverly-Winstad 140710

Monticelloe 140710

Rockford 140710

St. Michael-Albertville 140710

Royalton 140710

Program Code: 040800, 140710, 149090, 049090

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Saint Cloud Technical & Community College

AAS Marketing

Diploma Marketing

AssociaDIP

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	MBA Reseaerch End of Program		
Work-based Learning	Cooperative Work Experience		
Licensure			
Certification			

Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS Marketing	Diploma Marketing	AssociaDIP
Work-based Learning	Supervised Occupational Experience		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Secondary

- Course syllabi/outlines
- Meetings National Content Standards
- MN Bus. Education Frameworks
- Articulation Agreements

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Secondary

- CLNA
- Advisory Committee Agenda/Meeting Minutes
- CTSO's
- Business & Industry Partners

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Post Secondary

- College Approved Program Plan

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Secondary

- Perkins-Funded Equipment List
- Program Budget
- Mini Grant Applications

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Seconary

- Syllabi

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary and Post Secondary

- CLNA

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

| Health Science Technology | ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Therapeutic Services | ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

St. Cloud

Wright Technical Center

Program Code: 070300

Howard Lake-Waverly-Winsted

Program Code: 070907

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

St. Cloud Technical & Community College

MN Board of Nursing Asst

CNA

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Work Experience/Job Shadow Experience		
Licensure	MN Board of Nursing Asst		
Certification	CNA		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Nursing Assistant	PN Nursing: Diploma Practical Nursing	AD Nursing: Graduate Nursing Degree
Work-based Learning	Clinical	Clinical	Clinical
Licensure	MN Board of Nursing Assistant Licensure	MN Board of Nursing Practical Nursing	MN Board of Nursing Registered Nursing

Certification	CNA	First Aid/CPR	
Industry-Recognized Credential	MN Board of Nursing Practical Nursing	MN Board of Nursing Registered Nursing	

Other Assessments (only if not previously listed):

All nursing program participants will receive their credential after their AD-NCLEX, PN-NCLEX, and MDH Certification for CNA.

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Secondary

- Course syllabi/outline
- Meets National Content Standards

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Secondary

- CLNA
- Advisory Committee Agenda/Meeting Minutes
- Discovery Academy (concurrent enrollment) contract

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Program Approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

- Minnesota State Program Inventory
- College Approved Program Plan

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Secondary

- Perkins-Funded Equipment List
- Discover Academy (concurrent enrollment) contract listing required equipment

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Secondary

Post-Secondary

- Clinicals
- CLNA
- Advisory Committee Agenda/Meeting Minutes

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Secondary

Post Secondary

- CLNA

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

| Human Services | ▼ |

Career Cluster: Select the career cluster from the drop down menu.

| Education and Training | ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Teaching/Training | ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Albany

Big Lake

Buffalo

Foley (no 009090)

Sartell

Sauk Rapids

St. Michael-Albertville

Wright Technical Center

Rocori

St. Cloud

Program Code: 090101, 009090

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

St. Cloud Technical & Community College

AAS Early Childhood Development

Child and Adult Care and Education Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)

- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS Early Childhood Development	Child and Adult Care and Education Diploma	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	NOCTI		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
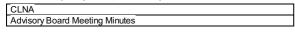
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course Syllabi
Course Outline

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

CLNA
Advisory Board Meeting Minutes

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

N/A

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

HLC

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Perkins-Funded Equipment List

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Service Club
Internships

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

CLNA

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

[Arts, Communications, & Information Systems ▾]

Career Pathways: Select the career pathway from the drop down menu.

[Visual Arts ▾]

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Wright Technical Center 171502,009090

Monticello 171502,009090

St. Michael 171502,009090

St. Cloud 170900,009090

Sauk Rapids 171502,009090

Big Lake 171502,009090

Ogilvie 14710,009090

Milcaca 140710,009090

Monticello 171502,009090

Sartell 171502,009090

KimbLL 140710,

Program Code: 171502 & 170900 & 140710 &009090

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Saint Cloud Technical & Community College

Sales Management Marketing AAS

Sales Marketing Management Diploma

Sales Marketing Management AssociaDIP

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam: Intro to Graphics Communication		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)

- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Sales Management Marketing AAS	Sales Marketing Management Diploma	Sales Marketing Management AssociaDIP
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Articulation Agreements

Course Sylibi

Perkins Grant Equipment list

CLNA

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Articulation Agreements

Course Sylibi

CLNA

Advisory Committee member

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Program Approval

Table C

Advisory Committee

CLNA

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

HLC

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Perkins Grant Spending plan

Perkins Grant Equipment Inventory List

CLNA

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

CTSO

Cooperative Work Experience or Workbased Learning

Internships

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

See CLNA

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology ▾

Career Pathways: Select the career pathway from the drop down menu.

Facility and Mobile Equipment Maintenance ▾

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Wright Tech Center 170302,009090

Melrose 170302, 170303,009090

St. Cloud Apollo High School 170302,009090

Sartell High School 170302,009090

St. Cloud Technical High School 170302,009090

Paynesville High School-170301, 170303,009090

Program Code: 170301,170302,170303,009090

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

St. Cloud Technical & Community College

Automotive Service Technician AAS

Auotmotive Service Technician Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	S/P2		
Work-based Learning			
Licensure			
Certification	ASE		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Automotive Service Technician AAS	Automotive Service Technician Diploma	
Work-based Learning			

Licensure			
Certification	S/P2		
Industry-Recognized Credential	ASE		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course syllabi

Course outline

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

CLNA

Advisory Board Meeting Minutes

Industry Competitions

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course syllabi

Course outline

Program Approval

Advsirory Committee

CLNA

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Perkins-fnded equipment list

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course syllabi

Course outline

Program Approval

Perkins Grant Equipment Inventory list

CLNA

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Cooperative Work Eperience or Work Based Learning

Studnet Internships

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

CLNA

Program Review/Approval Documentation

Articulation Meeting

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Manufacturing Production Process Development ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Paynesville 170301

Albany 170321, 171016, 172302

St. Michael 170321, 171710

Monticello 171710

Melrose 170321,

Wright Technical Center 172306

Sauk Rapids 170321

Sartell 170321

Milaca 171016

St. Cloud 172306

Program Codes: 170321, 172302,172306,170321, 171016

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

St. Cloud Technical & Community College

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Work Release	Work Based Learning	
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Welding Diploma		
Work-based Learning	STAR Camp Counselor		
Licensure			
Certification			
Industry-Recognized Credential	AWS/SENSE		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course Syllabi
Course Outline

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

CLNA
Advisory Board Meeting Minutes
CTSOs (program student organization)
Industry Competitions (i.e. SkillsUSA, DECA, etc)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Program approval

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

HLC Approval

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Perkins-Funded Equipment List

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Work experience
Service Club
Internships

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS

advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

CLNA

Program Review/Approval Documentation

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

Statements of Assurances (Attached as one large PDF file):
GRPC Statement of Assurances

Secondary Supplemental Budget:
GRPC_Secondary-Supplemental-Budget_Revised 6-10-20

Consortium Consolidated Equipment Inventory
GRPC Equipment

Additional Material
Great River Application Checklist FY21-22

Additional Material
Great River POS

Additional Material:
Great River WTC_Teacher_JD

Additional Material:
200512-YC-Agenda-Packet

Additional Material:
200116-MOU-Agenda-Packet

Additional Material:
Great River

Additional Material
GRPC Statement of Assurances FINAL 2 05142020

Additional Material:

Additional Material:
Great River Sorted Program Approval Database_FY2020_THIS ONE3_FINAL (1)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Budget

Proposed Budget

		Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)			
	Secondary Non-Personnel	$7,000.00	$7,000.00
	Subtotal	**$7,000.00**	**$7,000.00**
B) Narrative 2: Programs of Study			
	MCIS	$33,900.00	$33,900.00
	Postsecondary Non-Personnel	$5,000.00	$5,000.00
	Postsecondary Personnel (Salary and Benefits)	$23,630.43	$23,630.43
	Secondary Equipment	$97,984.53	$97,984.53
	Secondary Non-Personnel	$30,000.00	$30,000.00
	Secondary Non-Personnel	$167,560.27	$167,560.27
	Subtotal	**$358,075.23**	**$358,075.23**
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies			
	Postsecondary Personnel (Salary and Benefits)	$5,077.96	$5,077.96
	Secondary Non-Personnel	$2,500.00	$2,500.00
	Subtotal	**$7,577.96**	**$7,577.96**
D) Narrative 4: Integrated Academic and Technical Skills			
	Postsecondary Non-Personnel	$1,171.58	$1,171.58
	Postsecondary Non-Personnel	$3,750.00	$3,750.00
	Postsecondary Personnel	$68,543.21	$68,543.21
	Secondary Non-Personnel	$7,000.00	$7,000.00
	Subtotal	**$80,464.79**	**$80,464.79**
E) Narrative 5: Special Populations			
	Postsecondary Non-Personnel	$3,750.01	$3,750.01
	Postsecondary Personnel (Salary and Benefits)	$34,135.76	$34,135.76
	Postsecondary Personnel (Salary and Benefits)	$30,189.21	$30,189.21
	Secondary Non-Personnel	$1,000.00	$1,000.00
	Subtotal	**$69,074.98**	**$69,074.98**
F) Narrative 6: Work-based Learning			
	Postsecondary Personnel (Salary and Benefits)	$10,155.92	$10,155.92
	Secondary Non-Personnel	$3,000.00	$3,000.00
	Subtotal	**$13,155.92**	**$13,155.92**
G) Narrative 7: Early College			
	Postsecondary Personnel	$30,467.75	$30,467.75
	Secondary Non-Personnel	$1,300.00	$1,300.00
	Secondary Non-Personnel	$5,500.00	$5,500.00
	Subtotal	**$37,267.75**	**$37,267.75**
H) Narrative 8: Support to Professionals			
	Postsecondary Non-Personnel	$1,921.59	$1,921.59
	Secondary Non-Personnel	$10,015.47	$10,015.47
	Secondary Non-Personnel	$6,600.00	$6,600.00
	Subtotal	**$18,537.06**	**$18,537.06**
I) Narrative 9: Performance Gaps			
	Postsecondary Non-Personnel	$3,750.00	$3,750.00
	Secondary Non-Personnel	$5,000.00	$5,000.00
	Secondary Non-Personnel	$5,000.00	$5,000.00

	Grant Funded	Total Budgeted
Secondary Non-Personnel	$5,000.00	$5,000.00
Subtotal	**$18,750.00**	**$18,750.00**

J) Narrative 10: Consortium Governance

	Grant Funded	Total Budgeted
Postsecondary Non-Personnel	$749.99	$749.99
Postsecondary Personnel (Salary and Benefits)	$5,077.96	$5,077.96
Postsecondary Personnel (Salary and Benefits)	$9,322.54	$9,322.54
Secondary Admin (5% max) UFARS 895	$15,000.00	$15,000.00
Secondary Personnel (Salary and Benefits)	$39,000.00	$39,000.00
Subtotal	**$69,150.49**	**$69,150.49**

K) Narrative 11: Reserve Funds

	Grant Funded	Total Budgeted
Agriculture Instructor	$22,150.00	$22,150.00
Postsecondary Equipment	$5,789.31	$5,789.31
Postsecondary Non-Personnel	$2,000.00	$2,000.00
Postsecondary Non-Personnel	$1,200.00	$1,200.00
Postsecondary Non-Personnel	$3,000.00	$3,000.00
Postsecondary Non-Personnel	$3,000.00	$3,000.00
Postsecondary Non-Personnel	$2,500.00	$2,500.00
Postsecondary Non-Personnel	$7,000.00	$7,000.00
Postsecondary Non-Personnel	$7,200.00	$7,200.00
Postsecondary Non-Personnel	$6,000.00	$6,000.00
Postsecondary Personnel (Salary and Benefits)	$10,127.33	$10,127.33
Postsecondary Personnel (Salary and Benefits)	$10,155.91	$10,155.91
Secondary Non-Personnel	$17,911.28	$17,911.28
Secondary Non-Personnel	$17,911.27	$17,911.27
Subtotal	**$115,945.10**	**$115,945.10**
Total Proposed Cost	$794,999.28	$794,999.28

Proposed Budget Narrative

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

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

CLNA work with RealTime Talent

B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

CTSO's

MCIS

MCIS for all consortium schools.

Secondary Non-Personnel

Industry specific supplies and support experiences.

Secondary Equipment

Approved equipment

Postsecondary Non-Personnel

TSA/CTSO Competitions

Postsecondary Personnel (Salary and Benefits)

Becky Thelen, K-12 Initiatives

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

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

CareerOne summer program support with Career Solutions and SCTCC

Postsecondary Personnel (Salary and Benefits)

Susan Jordahl, Director of K 12 Initiatives

D) Narrative 4: Integrated Academic and Technical Skills

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

TSAs

Postsecondary Personnel

Tom Garbaerick, CTE Academic Advisor

Postsecondary Non-Personnel

Student Mentor Stipends

Postsecondary Non-Personnel

Starfish and Hobson's

E) Narrative 5: Special Populations

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

Counselor career path workshop

Postsecondary Personnel (Salary and Benefits)

Dean Wulfekuhle, Disability Services

Postsecondary Personnel (Salary and Benefits)

Kerby Plante, Center for Academic Success

Postsecondary Non-Personnel

Starfish and Hobsons

F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

Advisory meetings for each consortium school at least twice per year.

Postsecondary Personnel (Salary and Benefits)

Susan Jordahl, Director of 12 Initiatives

G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS

895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

CTEcreditmn.com

Secondary Non-Personnel

Supporting articulation

Postsecondary Personnel

Susan Jordahl, K-12 Initiatives

H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

Professional Development for new and existing CTE teachers, focusing on pedagogy, curriculum, and retention.

Secondary Non-Personnel

Travel/conferences for Governing Board

Postsecondary Non-Personnel

CTE Faculty Professional Development

I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

EPIC Career Event

Secondary Non-Personnel

Math and reading remediation with a CTE focus for districts.

Secondary Non-Personnel

Math and reading workshop for CTE instructors.

Postsecondary Non-Personnel

Starfish/Hobsons

J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Consortium Coordinators

Secondary Admin (5% max) UFARS 895

Fiscal Host

Postsecondary Personnel (Salary and Benefits)

Susan Jordahl, Director of K-12 Initiatives

Postsecondary Personnel (Salary and Benefits)

Jilleen Jochum, Accoutant

Postsecondary Non-Personnel

Consortium support

K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Agriculture Instructor

WTC Horticulture Instructor.

Secondary Non-Personnel

Increase Health Science access and expansion across consortium.

Secondary Non-Personnel

Mini grant funding for schools for new and innovative program improvements.

Postsecondary Personnel (Salary and Benefits)

Becky Thelen, K-12 Initiatives Assistant

Postsecondary Personnel (Salary and Benefits)

Susan Jordahl, Director of K-12 Initiatives

Postsecondary Equipment

Equipment to support CTE programs

Postsecondary Non-Personnel

CTE meeting expenses, for example articulation meetings, meetings with high school counselors, etc.

Postsecondary Non-Personnel

NACEP Accreditation for Discovery Academy (concurrent enrollment) program.

Postsecondary Non-Personnel

Travel expenses related to meetings, conferences, professional development, etc.

Postsecondary Non-Personnel

Discovery Academy (concurrent enrollment) program costs.

Postsecondary Non-Personnel

Support of EPIC career exploration event.

Postsecondary Non-Personnel

CTE Peer Mentor program costs

Postsecondary Non-Personnel

RealTime Talent fee for CLNA

Postsecondary Non-Personnel

CTE faculty professional development