

# Perkins V Local Application

Strengthening Career and Technical Education  
for the 21<sup>st</sup> Century (Perkins V)

<b>Award Period:</b>	July 1, 2025 – June 30, 2026 (FY 26)
<b>Consortium Name:</b>	Central Lakes
<b>Total Award Budget:</b>	\$609,420.05

## Consortium Membership List

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

College: Central Lakes College	
Secondary schools:	Secondary schools continued:
Aitkin Public Schools	Pillager High School
Bertha-Hewitt Public School	Pine River-Backus Schools
Brainerd High School	Sebeka Public School
Browerville Public School	Staples-Motley School
Crosby-Ironton Public School	Swanville Public School
Freshwater Education District	Upsala Public School
Henning Public School	Verndale Public School
Isle Public School	Wadena-Deer Creek School
Little Falls Public School	
Long Prairie-Grey Eagle Schools	
Menahga Public School	
Onamia Public School	
Pequot Lakes Public Schools	
Pierz Public Schools	

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

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

## Narrative 2: Programs of Study (POS)

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

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

Pathway	Type	High-Wage Y/N	High-Skill Y/N	In Demand Y/N	Prior year's number of Secondary Concentrators (FY 24)	Prior year's number of Postsecondary Concentrators (FY 24)
General Management / Business Management	Both	Y	Y	Y	150	35
Business Information Management/ Information Techn	Both	Y	Y	Y	29	7
Visual Arts	Both	Y	Y	Y	59	12
Therapeutic Services	Both	Y	Y	Y	12	119
Facility and Mobile Equipment Maintenance	Both	N	Y	Y	32	38
(Manufacturing) Production	Both	Y	Y	Y	59	38
Restaurants and Food Beverage Services	Both	N	Y	Y	521	14
Teacher Training	Both	Y	Y	Y	2	5
Early Childhood Development and Services	Both	Y	Y	Y	158	7
Family and Community Services	Both	Y	Y	Y	19	13
Agribusiness Systems	Both	Y	Y	Y	59	45
Power Structural and Technical Systems	Both	Y	Y	Y	230	0

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

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

NEED A: POS Gaps and In-Demand Occupations	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

There is a need to increase communication and collaboration between secondary and postsecondary instructors.

- More communication is needed about what is expected at the postsecondary level. As we look at concentrator numbers at the postsecondary level, areas such as Information Technology, Education, Family and Community Services, Hospitality and Tourism (outside of Food/Beverage), and Marketing have the lowest.
- Increasing communication and opportunities between secondary and postsecondary could help students understand the path towards careers.

According to the MDE Program Approval Database, we find the following: For Information Technology, while we already lack secondary courses, those opportunities students do have continue to be stand alone. Out of our 22 schools, we do not see any “intermediate” courses in this subject. Education courses, if offered, are typically for one semester only, and it is unclear if there are opportunities outside of Human Services including Work-Based Learning or internships for most education courses. For our business teachers, most of the schools do not focus on marketing courses and stay within topics of Business Management and Accounting courses. A popular CTSO in our consortium, BPA, does not include much for marketing integration which could be a reason for not offering more marketing courses.

The Education Identity and Access Management, or EDIAM, reports, Health Science, Construction, Agribusiness Systems, Production, and Facility and Mobile Equipment Maintenance had higher number of concentrators at the postsecondary level than other areas. Health Science and Facility and Mobile Equipment Maintenance remain low in opportunities at our secondary level while the other programs listed continue with high levels of interest. The CLNA identified Health Science and Transportation and Information Technology as lacking a supply of workers in our region. We will need to work with schools and industry to help our secondary schools in providing opportunities and instruction for our teachers to feel comfortable teaching in those areas.

Power BI reports indicate that concentrators at the postsecondary level tend to come in lower for many of our programs. Out of all consortia, Central Lakes has the third lowest number of concentrators. A few of our programs with higher concentrators than most other consortia are in Production and Facility and Mobile Equipment Maintenance.

Central Lakes POS’s available are similar to other consortia throughout the state.

For FY 26, a significant investment in Perkins Reserve postsecondary funds will be utilized for CLC’s Automotive Technology program to develop the electric vehicle portion of their curriculum. Accreditation from the National Institute of Automotive Service Excellence, or ASE, is requiring electric vehicle education and training, in addition to it being a best practice.

## **2. Strategies to address need:**

- Support the purchasing of industry-standard equipment, technology, and supplemental curriculum in our Programs of Study by June 30, 2026.  
Who = Central Lakes Perkins Consortium  
Action = Fund equipment **with approximately 35% of total budget**  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant.
- Enhance communication and collaboration between secondary personnel and college faculty.  
Who = Central Lakes Perkins Consortium  
Action = Meetings, emails, phone calls, high school visits by college faculty, and college visits from high schools.  
Timeframe = By May 30, 2026.

<p>Funding source = Federal Perkins Grant</p> <ul style="list-style-type: none"> <li>Continue working collaboratively with Sourcewell and their Youth Skills Training Program to offer districts the ability to offer IT and computer science courses. Who = Central Lakes Perkins Consortium &amp; Sourcewell Action = Provide Professional Development and student skill opportunities Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant, Sourcewell, Youth Skills Training Grant, and the Service Co-Op / Rural CTE Grant.</li> <li>Support career exploration events and opportunities to increase student numbers Who = Central Lakes Perkins Consortium Action = Promoting events, encouraging attendance, and funding transportation for said activities and events. Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant</li> <li>Encourage industry partnerships and collaboration with secondary and postsecondary instructors and schools. Who = Central Lakes Perkins Consortium Action = Serve on advisory boards, creating and maintaining industry partnerships, high school and college student industry tours and visits, and potential equipment donations. Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant and potential industry funds.</li> </ul>
<b>3. Measurable Outcomes (report results in next APR):</b>
<ul style="list-style-type: none"> <li>Plan and execute college instructor visits to all consortium high schools at least once per year for 2025-26.</li> <li>Assist schools in offering CTE programs via professional development funds to research new opportunities through school visits, CTE conferences, and advisory board meetings throughout the academic year, and ultimately ending June 30, 2026.</li> <li>Increase in collaborative consortium events (secondary and postsecondary) such as Career Exploration Day, content area meetings, and outreach to industry partners by June 30, 2026.</li> <li>Networking opportunities for consortium teachers through content area meetings once per year to discuss curriculum, opportunities for POS, and share best practices by May 30, 2026.</li> </ul>

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

There is a need to positively contribute to Minnesota's workforce and prepare students for future opportunities.

We reviewed in-depth information on the labor market from Real Time Talent, DEED, the local Chamber of Commerce, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class sizes, courses, and student disaggregated data and interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at course materials, Work-Based Learning opportunities, certificates, and degrees available.

On average, we have more AFNR, Business, FCS, Manufacturing, and Construction programs than other consortia. We lag in the number of programs for Health Science and WBL SPED. We've seen an increase in the number of schools adding a WBL Diversified program in our consortium.

The interest from districts and industry in adding programs has significantly been around Health Science and Transportation Operations/Maintenance. DEED data and news articles also show the need for an increase in computer science and software development, which we lack tremendously in our consortium. We are fortunate to have articulation agreements available in all three areas (Health Science, Transportation Operations / Maintenance, Computer Science) through Central Lakes College, so the pathway is available. Growth is hindered by the lack of programs and instructors at the secondary level. Only 9% of our secondary schools offer Health Science, 14% offer Transportation Careers, and while we have Business and Trade & Industry programs eligible to teach Computer Science/Development, schools are not offering it.

Partnership opportunities include working with local hospitals and clinics in Little Falls, Brainerd, Crosby, Pillager, Breezy Point, Pine River, Motley, Wadena, Verndale, Pierz, and Staples.

Little Falls was awarded a grant by the Minnesota Legislature to implement CDL and aviation programs into their high school, which included the purchase of a flight simulator and truck simulator. Funding included the purchase of curriculum, simulators, instructor costs, professional development, and career exploration opportunities. Representative Ron Kresha, who sponsored the bill/grant, is helping implement the program and is looking for additional funding for other districts.

## 2. Strategies to address need:

- Support the purchasing of industry-standard equipment, technology, and supplemental curriculum in new Programs of Study by June 30, 2026.  
Who = Central Lakes Perkins Consortium  
Action = Fund equipment with approximately 35% of total budget  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant.
- Enhance communication and collaboration between secondary personnel and college faculty.  
Who = Central Lakes Perkins Consortium  
Action = Meetings, emails, phone calls, high school visits by college faculty, and college visits from high schools.  
Timeframe = By May 30, 2026.  
Funding source = Federal Perkins Grant
- Continue working collaboratively with Sourcewell and their Youth Skills Training Program to offer districts the ability to offer IT and computer science courses.  
Who = Central Lakes Perkins Consortium & Sourcewell

Action = Provide Professional Development and student skill opportunities

Timeframe = By June 30, 2026.

Funding source = Federal Perkins Grant, Sourcewell, Youth Skills Training Grant, and the Service Co-Op / Rural CTE Grant.

- Support outreach, career exploration events, and opportunities to **increase student numbers to positively impact Performance Indicators 3S1: Post-Program Placement, and, 4S1: Postsecondary Retention & Placement.**

Who = Central Lakes Perkins Consortium

**Action = Funding outreach, events, encouraging attendance, and funding transportation for said activities and events.**

Timeframe = By May 30, 2026.

Funding source = Federal Perkins Grant

- Encourage industry partnerships and collaboration with secondary and postsecondary instructors and schools.

Who = Central Lakes Perkins Consortium

Action = Serve on advisory boards, creating and maintaining industry partnerships, high school and college student industry tours and visits, and potential equipment donations.

Timeframe = By June 30, 2026.

Funding source = Federal Perkins Grant and potential industry funds.

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

- Plan and execute college instructor visits to promote program opportunities at consortium high schools at least once per year for 2025-26.
- Assist schools in offering CTE programs via professional development funds to research new opportunities through school visits, CTE conferences, and advisory board meetings throughout the academic year, and ultimately ending June 30, 2026.
- Increase in collaborative consortium events (secondary and postsecondary) such as Career Exploration Day, content area meetings, and outreach to industry partners by June 30, 2026.
- Networking opportunities for consortium teachers through content area meetings once per year to discuss curriculum, opportunities for POS, and share best practices by May 30, 2026.

#### 4. Provide additional narrative to address the following:

- a. Identify any new courses, programs, or Programs of Study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-Recognized POS until all seven required elements are in place.
- b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

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

4a.

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### Postsecondary

There are two Programs of Study within the consortium that are in need of development: CLC's Automotive Technology program and Dental Hygiene program.

For FY 26, we'd like to use Reserve funds to develop CLC Automotive Technology program in their need to acquire a high voltage vehicle. The CLC Automotive Technology program is moving forward and meeting employer needs. High Voltage (hybrid and battery electric) vehicles are increasing in sales and have been in repair facilities (both new car dealerships and independent aftermarket repair shops) for many years. Many area employers have had to turn down repairs and diagnostics for these vehicles because there are no trained technicians. CLC's Automotive program has not taught high-voltage safety until this year.

CLC's Automotive Technology advisory committee's fall 2024 meeting had a discussion on what to do and what they want the program to teach. It was discussed and voted unanimously to start to infuse high voltage safety, basic operations, and maintenance into the program. The program created innovative techniques using industry partnerships to acquire some new training models (used batteries and motors) and other education partners with shared curricular resources and started infusing some of that into the curriculum in spring 2025.

In the next program revision, starting in fall 2026, the program will be revised using the most recent (2025) industry standards, via the ASE Education Foundation program accreditation. In the new standards, ASE requires accredited programs to teach basic EV safety, maintenance, and operations.

The program is already teaching students (starting spring 2025) high voltage safety and all automotive students had achieved ASE X1 certification (high voltage vehicle safety and operations).

Another program that received Reserve funding last year was the Dental Hygiene program Central Lakes College, which is a career option in the therapeutic health sciences pathway. This is an in-demand, high-skill, high-wage career. CLC will launch the Dental Hygiene Program in the Fall of 2025, serving 15 students per year. Reserve funding will also be used in FY 26 to continue developing this program.

### Secondary

At the secondary level, schools will continue working to develop the therapeutic health sciences pathway and start building transportation careers, information technology, and education programs. Secondary also recognizes the need to develop other new programs of study as teacher turnover impacts what programs and courses will be offered at the school districts.

4b.

### Secondary



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The consortium continues to offer, attend, and coordinate career fairs, career videos, and career exploration activities. We will continue to support and encourage CTE classes by taking field trips to the postsecondary campus to tour and embed with CTE programs to get hands-on experiences and meet current students and instructors. CTE teachers in career-planning and CTE courses use materials and opportunities to promote CTE to students extensively. Specific outreach happens for special populations through specialized social media campaigns, outreach to groups of students from special populations, and 1:1 advising sessions with students.

The Central Lakes Perkins Consortium will also embrace and utilize a common marketing schema that is available on the MACTA website. This is necessary because there are numbers of students transferring districts and across consortia. Common and consistent identification will benefit students and enable them to recognize CTE programs. Additional emphasis will be placed on working with economically disadvantaged students. Attention to narrowing the gaps found for this special population in four of the five accountability performance indicators will be shared through communication and action with district administration, school teachers, staff, and counselors for collaboration.

### Postsecondary

CLC will work closely with high school counselors, teachers, and Sourcewell Career Consultants to connect with students about CTE opportunities and careers. We will work with industry partners to provide more stories from individuals of special populations on their work and success in the career fields so students can see real, local examples of themselves in careers and occupations.

For both secondary and postsecondary, the efforts to inform special populations about POS opportunities will be funded with career exploration opportunities, college tours and events, and specific outreach campaigns under Narratives 5, 9, and 11. Narrative 2 funds are not used for outreach activities.

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

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

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

<b>NEED A: Continued collaboration with Rural MN CEP and workforce agencies</b>	<b>This Need is in Element(s):</b>
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<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to increase Work-Based Learning opportunities within the consortium. According to the EDIAM:</p> <p>5S3: Program Quality: Work-Based Learning  2<sup>nd</sup> year- Consortium Level - 22.53% / State- 16.04%</p> <ul style="list-style-type: none"> <li>• Of those reporting data, 100% of consortium schools exceeded the SDPL.</li> <li>• 9 consortium schools exceeded the state average.</li> <li>• The consortium has similar or higher percentages in Special Population for the state.</li> </ul>					
<b>2. Strategies to address need:</b>					
<ul style="list-style-type: none"> <li>• Increase WBL placement opportunities at local businesses  Who = Central Lakes Perkins Consortium &amp; Rural MN CEP  Action = Serve on advisory boards, and, creating and maintaining partnerships  Timeframe = By June 30, 2026.  Funding source = Federal Perkins Grant &amp; Rural MN CEP.</li> <li>• Continued collaboration on career exploration events and job fairs  Who = Central Lakes Perkins Consortium &amp; Rural MN CEP  Action = Serve on advisory boards, and, creating and maintaining partnerships  Timeframe = By June 30, 2026.  Funding source = Federal Perkins Grant &amp; Rural MN CEP.</li> <li>• </li> </ul>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ul style="list-style-type: none"> <li>• Increase WBL placements by 5% by June 30, 2026.</li> <li>• Noted attendance or participation at advisory board meetings for all CTE Programs of Study. All CTE instructors will be encouraged to attend/participate in at least one outside organization's advisory board meeting and/or host a minimum of two advisory board meetings to receive input by June 30, 2026.</li> </ul>					

1. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
  - a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.
  - b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
  - c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

1a, b, and c:

### Secondary

Work-Based Learning opportunities will expand as more secondary teachers are licensed in this area. Area businesses support Work-Based Learning for students and recognize the benefits of this applied learning method. Collaboration and planning with advisory boards will aid in Work-

Based Learning development and coordination between businesses, industries, the school districts. We will work with Sourcewell to continue to provide WBL endorsements opportunities to school districts. SchoolLinks is a new, online system connecting students with potential employers. Sourcewell provides funding and training for SchoolLinks. More development and communication will continue throughout the next academic year.

### Postsecondary

The CLC Career and Transfer Center works closely with CareerForce and Rural Minnesota

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

Concentrated Employment Program (RMCEP) to develop strategies for career exploration and development through joint training opportunities and community job fairs. CLC staff participate and serve on the Workforce Development Board. CLC jointly advises adults and youth enrolled in RMCEP programs regarding career opportunities, training programs, and placement services.

CLC will also make a concerted effort to invite Rural MN CEP to participate in advisory boards and / or advisory board meetings.

There is no specific funding request for this narrative line item – activities are done in-kind or are funded through other narrative strategies where we collaborate with CareerForce and Rural MN CEP staff on projects.

## **Workforce Center Collaboration**

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

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There is no specific funding request for this narrative line item – activities are done in-kind or are funded through other narrative strategies where we collaborate with CareerForce and Rural MN CEP staff on projects.

## Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: Math and Reading Scores	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to increase consortium-level reading and math proficiency. Data is found in the EDIAM:</p> <p>2S1: Academic Proficiency: Reading / Language Arts 2<sup>nd</sup> year- Consortium Level- 45.19% / State- 50.60%</p> <ul style="list-style-type: none"> <li>• Of those reporting data, 94% of consortium schools exceeded the SDPL</li> <li>• 5 consortium schools exceeded the state average</li> <li>• Ethnicity other than white in our consortium is low. Ethnicity does not have large difference between consortium and state.</li> <li>• The Special Populations of special education, economically disadvantaged, and nontraditional have similar scores between consortium and state.</li> </ul> <p>2S2: Academic Proficiency: Mathematics 2<sup>nd</sup> year- Consortium Level- 24.30% / State- 33.05%</p> <ul style="list-style-type: none"> <li>• Of those reporting data, 70% of consortium schools exceeded the SDPL</li> <li>• 5 consortium schools exceeded the state average</li> <li>• Ethnicity other than white in our consortium is low. Ethnicity does not have large difference between consortium and state</li> <li>• Nontraditional students at the state level have a higher percentage than our consortium.</li> </ul>					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>• Support the purchasing of industry-standard equipment, technology, and supplemental materials Who = Central Lakes Perkins Consortium Action = Fund equipment <b>with approximately 20% of total budget</b> Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant.</li> <li>• Continue promotion of professional development for instructors regarding math and reading integration into CTE classes. Who = Central Lakes Perkins Consortium Action = Promotion and encouragement of PD Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant.</li> <li>• Integrating math and reading into CTE curriculum utilizing resources online that may not require additional professional development, but may have a cost factor.</li> </ul>					

Who = Central Lakes Perkins Consortium  
 Action = Fund supplemental resources  
 Timeframe = By June 30, 2026.  
 Funding source = Federal Perkins Grant.

- Collaborate with Sourcewell for industry-recognized certifications, i.e., Snap-On. These types of opportunities specifically assist with math and measurement skills. This will include precision measuring and can lead to student certification.

Who = Central Lakes Perkins Consortium & Sourcewell

Action = Continued promotion of certifications and Sourcewell's STEMbound

Timeframe = By June 30, 2026.

Funding source = Federal Perkins Grant.

- Central Lakes College – continued utilization of the MinnState Math Pathway Grant to support students through successful course completion or through math components of their program courses in CTE programs: Diesel Equipment Technician, Machine Tool Technologies, Heavy Equipment Operations and Maintenance, Automotive Technology & Marine and Powersports.

Who = CLC instructors

Action = Continued use of the MinnState Math Pathway Grant to increase student success

Timeframe = By June 30, 2026.

Funding source = MinnState Math Pathway Grant

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

- Increase in reading and math scores / proficiency by 2% for concentrators and participants for 2025-26.
- Use funds for math and reading integration in CTE during the 2025-2026 academic year.

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

There is a need to continually promote and encourage post-program placement in our consortium. Data from EDIAM shows:

**3S1: Post-Program Placement.**

State- 63.16%

2 year- 20.33%

4 year- 40.66%

Employment- 4.07%

Consortium Level - 49.69%

2 year- 25.0%

4 year- 22.21%

Employment- 3.93%

We experienced an increase in the percentage of students in a post-program placement over the last year. We exceeded the state's average of 2-year placement. Central Lakes' 4-year placement is below the state average and employment % is similar. Special Populations demonstrates a slightly lower percentage than the state average. This is a continued area of improvement going forward.

**4S1: Nontraditional Program Concentration**

2<sup>nd</sup> year- Consortium Level- 29.98% / State- 28.39%

- Of those reporting data, 94% of consortium schools exceeded the SDPL.
- 9 consortium schools exceeded the state average.
- All special populations percentages for the consortium were higher than the state.

**5S3: Program Quality: Work-Based Learning**

2<sup>nd</sup> year- Consortium Level- 22.53% / State- 16.04%

- Of those reporting data, 100% of consortium schools exceeded the SDPL.
- 9 consortium schools exceeded the state average.
- The consortium has similar or higher percentages in special population for the state.

**2. Strategies to address need:**

- Fund training for high school instructors about skills, equipment, and technology, that is beneficial to students to help them understand the need for continued education and training at the post-secondary level.  
Who = Central Lakes Perkins Consortium  
Action = Funding opportunities to participate in training, workshops, and post-secondary activities and events.  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant.
- Promote Articulated College Credit agreements and CIS courses as opportunities leading into post-secondary education. Achieving college credit at the high school level could lead to more students understanding the process for getting into college, having a head start on college, and the ability to save money still attending a post-secondary school.  
Who = Central Lakes Perkins Consortium  
Action = Fund the CTE CreditMN website, communicate and collaborate with high school and college faculty.  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant.

<ul style="list-style-type: none"> <li>Promote postsecondary education to prospective CTE students through targeted informational documents and mailings, social media, open houses, on-campus events, and other prospective student events. Who = Central Lakes Perkins Consortium Action = Provide funding for outreach in the form of mailings, social media, open houses, on-campus events, and other prospective student events. Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant</li> </ul>
<b>3. Measurable Outcomes (report results in next APR):</b>
<ul style="list-style-type: none"> <li>Increase the number of high school students pursuing higher education throughout the academic year and until June 30, 2026.</li> <li>Increase in postsecondary CTE program numbers by 1% for the fall 2026 start, as seen in data collected after classes begin at CLC.</li> </ul>

4. Provide additional narrative to address the following:
  - a. How will your consortium improve both the academic and technical skills of students in CTE programs?
    - By strengthening the academic and career and technical components of such programs
    - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
    - To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

4a.

### Secondary

The consortium will support industry-recognized credentials and certificates, such as OSHA 10, Microsoft Office, and ServSafe. **The Central Lakes Perkins Consortium will support schools that want to continue the use of certification testing for up to three years, while also encouraging other schools and programs to utilize these opportunities.** The integration of these assessments and certificates provides an awareness for necessary enhancements to the curriculum to build related skills into student learning outcomes. These certificates are available to all programs and not restricted to those identified as priority spending POS.

We will start to explore opportunities to integrate more math and reading into CTE courses. Providing resources for our instructors will be necessary, as time constraints for our instructors and their courses is already tight. Examples could include using Snap-On Certifications, working with licensed math and reading teachers, and creating content.

The Central Lakes Perkins Consortium abides by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA):



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The primary source of federal aid to elementary and secondary education is the Elementary and Secondary Education Act of 1965 (ESEA)—particularly its Title I-A program, which authorizes federal aid for the education of disadvantaged students. The ESEA was initially enacted in 1965 “to strengthen and improve educational quality and educational opportunities in the Nation’s elementary and secondary schools.” The ESEA has been comprehensively amended and reauthorized several times since its initial enactment. It was most recently comprehensively amended and reauthorized by the Every Student Succeeds Act in 2015, which was enacted “to ensure that every child achieves.” The ESSA authorized appropriations for ESEA programs through FY2020. FY2023 appropriations for ESEA programs are \$29.0 billion.

Under Title I-A, the ESEA as amended by the ESSA continues to require states and public school systems to focus on educational accountability as a condition for the receipt of grant funds. Public school systems and individual public schools are held accountable for monitoring and improving achievement outcomes for students and closing achievement gaps, sustaining a focus that was initiated by amendments to the ESEA made by the No Child Left Behind Act of 2001, but modified under the ESSA. While states were given more latitude to develop their educational accountability systems under the ESSA provisions, as a condition for receiving Title I-A funds each state must continue to have content and academic achievement standards and aligned assessments in reading/language arts (RLA), mathematics, and science for specific grade levels. States must now have an accountability system that incorporates (1) long-term and interim performance goals for specified measures; (2) weighted indicators based, in part, on these goals; and (3) an annual system for meaningful differentiation that is used to identify schools that need additional support to improve student achievement.

### Postsecondary

Most CTE programs include a math and / or communications / writing course within their diploma, degree, or academic pathway. Here are few examples of CTE classes that integrate components of math, reading, and writing:

BUSN 1131 - Business Math  
BUSN 1166 - Business Communications  
ENGL 1422 - Practical Writing  
ENGL 1521 - Technical Writing Fundamentals  
MATH 1500 - Applied Math

CLC is utilizing the MinnState Math Pathways Grant to support CTE students in achieving mathematical success. The goal is to support students through successful completion of either

a specific course (supplemental instruction/support for MATH 1500: Applied Math for students in DHET and MTTS) or through the math components of their program courses (bootcamp for HEOM). Outcomes that will be comparable with past metrics by the end of this year are course and program completion rates. The extension of the Math Pathways grant for CTE was made to cover these efforts during FY 26 and FY 27.

Data from the HLC Student Success Academy, the NAPE Equity Self-Assessment, the Minnesota State Equity 2030 framework, and data from CLC program assessments, will be used to analyze and make suggestions on continued integration and improvement of academic skills with technical skills.

## Narrative 5: Special Populations

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

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

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

There is a need to increase Special Populations participation. The CLNA shows:

Data from Element #1 provided initial information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses. This included a review of outreach materials, advising practices, accommodation processes, and recruitment processes. This involved consultation with administrators, educators, counselors, students, parents, and special population groups.

High school teachers, students, and administrators identify class schedule constraints and time conflicts as the main reason that CTE areas have trouble expanding their offerings and adding POS. 32% of students state that CTE courses conflict with other courses they must take which eliminates the opportunity to take classes of interest. 28% of students say they are interested in programs that are not available at their school, especially Ag, Business, FCS, and Health Science.

84% of administrators believe class schedule constraints and time conflicts are holding back our CTE programs and not allowing students to explore their interest areas.

## **2. Strategies to address need:**

- Funding professional development for any CTE instructor who would like to learn more about supporting special populations. We will encourage instructors to collaborate with their SPED department to generate ideas on ways to support our special population in SPED.  
Who = Central Lakes Perkins Consortium  
Action = Fund attendance at the CTE For All workshop and support program approval for WBL SPED.  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant.
- Continue to promote CTE courses and programs to all students. The CLNA showed that there is a lack of knowledge about CTE courses. Instructors will be encouraged to generate ideas on how we can better promote CTE. Ideas include CTE night, creating a website for each school to share what is happening in their building, and work with industry partners.  
Who = Central Lakes Perkins Consortium  
Action = Collaborate with consortium high schools and teachers to develop ideas and approaches.  
Timeframe = By May 30, 2026.  
Funding source = Federal Perkins Grant.
- Support and expand career exploration opportunities that would include CTE courses. We also need to work on making the connection between skills students have (even outside of CTE) and how it can translate to a career.  
Who = Central Lakes Perkins Consortium  
Action = Fund career exploration events, industry tours, and college visits.  
Timeframe = By May 30, 2026.  
Funding source = Federal Perkins Grant.

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

- In next year's CLNA, we'd like to see an increase in CTE awareness from all stakeholders. The CLNA results will be available in February 2026.
- Increase in post-program placement of special population students by 5% by the beginning of fall 2026 college classes starting.

NEED B: Special Populations	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>There is a need to increase awareness and participation within Special Populations. The EDIAM data indicates:</p> <p>The Central Lakes Perkins Consortium is within 2% of the state average for participants and concentrators:</p> <p>Total 2024 Secondary Participants: 3,935 in 2024 (3,754 in 2023) (4,003 in 2022) (3,825 in 2021)            45.5% of all participants qualify as Economically Disadvantaged (43% in 2023) (36.2% in 2022) (39.9% in 2021)            38% of all participants are Nontraditional (42.6% in 2023) (40.8% in 2022) (40% in 2021)            51% of all participants were female (51% in 2023) (52% in 2022) (51% in 2021)</p> <p>Total 2024 Secondary Concentrators: 3,217 in 2024 (2,596 in 2023) (2,391 in 2022) (2,182 in 2021)            39% of all concentrators qualify as Economically Disadvantaged (43.2% in 2023) (41.6% in 2022) (44.9% in 2021)            49.3% of all concentrators are Nontraditional (52.9% in 2023) (51.4% in 2022) (49.3% in 2021)            31% in of all concentrators were female (41% in 2023) (40% in 2022) (39.9% in 2021)</p>					
<b>2. Strategies to address need:</b>					
<ul style="list-style-type: none"> <li>Support purchases of industry-standard equipment so students see the relevance of what is in the workplace today is available at their school as well. Providing all students with the ability to work on industry-standard equipment that is safer may allow more students an opportunity to take courses in CTE.              Who = Central Lakes Perkins Consortium              Action = Fund equipment and technology requests <b>with approximately 35% of total budget</b>              Timeframe = By June 30, 2026.              Funding source = Federal Perkins Grant.</li> <li>Funding professional development for any CTE instructor who would like to learn more about supporting special populations. We will encourage instructors to collaborate with their SPED department to generate ideas on ways to support our special population in SPED.              Who = Central Lakes Perkins Consortium              Action = Fund attendance at the CTE For All workshop and support program approval for WBL SPED.              Timeframe = By June 30, 2026.              Funding source = Federal Perkins Grant.</li> <li>Continue to promote CTE courses and programs to all students. The CLNA showed that there is a lack of knowledge about CTE courses. Instructors will be encouraged to generate ideas on how we can better promote CTE. Ideas include CTE night, creating a website for each school to share what is happening in their building, and work with industry partners.              Who = Central Lakes Perkins Consortium              Action = Collaborate with consortium high schools and teachers to develop ideas and approaches.              Timeframe = By May 30, 2026.              Funding source = Federal Perkins Grant.</li> <li>Support and expand <b>CTE outreach</b> and career exploration opportunities. <b>We also need to work on making the connection between the skills and interests students have and how they can translate into a career after high school. This directly correlates to Performance Indicators 3S1 and 4S1. Outreach is targeted toward high school seniors in Minnesota, who've expressed an interest in one or more of CLC's CTE programs, or are undecided. Special Populations students will be included in these opportunities.</b></li> </ul>					

<p>Who = Central Lakes Perkins Consortium</p> <p>Action = Fund outreach, printed informational documents or publications, career exploration events, industry tours, and college visits.</p> <p>Timeframe = By May 30, 2026.</p> <p>Funding source = Federal Perkins Grant.</p>
<p><b>3. Measurable Outcomes (report results in next APR):</b></p> <ul style="list-style-type: none"> <li>• In next year's CLNA, we'd like to see an increase in CTE awareness from all stakeholders. The CLNA results will be available in February 2026.</li> <li>• Increase in post-program placement of special population students by 5% by the beginning of fall 2026 college classes starting.</li> </ul>

4. Provide additional narrative to address the following:
- How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?
  - How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?
  - What new initiatives will you develop to better prepare CTE participants for non-traditional fields?
  - How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

4a, b, and c: In reviewing the data from our CLNA process, we determined that the Special Populations of focus where we can create the most impact are economically disadvantaged students and nontraditional students. Barriers for these students were identified as funding and basic needs such as food, housing, childcare, transportation, and physical and mental health.

We will use multiple approaches to support career exploration, enrollment, retention and success for special populations in CTE programs. We will provide support for career days, career fairs, career exploration events, visits to business and industry sites, customized career exploration support through career videos, virtual visits, and visits by advisory board members will inform and create interest in career fields that are high-skill, high-wage, or high-demand occupations. We are also supporting more visits to the college campuses where students can be embedded with current students and faculty to experience classes, career opportunities, and what a college program is like. We will focus on creating outreach campaigns for these special populations and career exploration and placement content that represent successful stories from individuals from these special populations.

At the secondary level, many students do not recognize non-traditional career fields as options. Health careers hold multiple opportunities for male students. Funds will support opportunities for students to engage in outreach and collaboration in non-traditional areas via planned events, career exploration activities, and promotion of career pathways.

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At the postsecondary level, CLC is utilizing a case management advising model that will provide additional outreach and proactive advising support for students. CLC has also created a Basic Needs Hub and Wellness Hub that will provide food and other necessities for students and mental health support. While Perkins funds will not be used for the Basic Needs Hub and Wellness Hub, they are critical strategies to reduce the barriers faced by students.

One example on the postsecondary side is that the Central Lakes Perkins Consortium will plan and facilitate the “Girls in Trades” event that was very successful in pre-COVID years. This event brought high school students to the college to work with current students and faculty to better understand the career opportunities available for them and meet non-trad students enrolled in the programs.

#### 4d: Secondary

The 22 school districts in the consortium are public schools and subject to state and federal laws. These laws mandate nondiscrimination and provide equal educational opportunities for all students. School districts do not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, gender identity and expression, or age. The school districts also make reasonable accommodations for students with disabilities. We can also encourage WBL SPED to have program approval and access funds to allow for more opportunities for their students.

Legal references may include:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Minn. Stat. 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)

20 U.S.C. 1681 *et seq.* (Title IX of the Education Amendments of 1972)

42 U.S.C. 2000d *et seq.* (title VI of the Civil Rights Act of 1964)

#### 4d: Postsecondary

Central Lakes College is a public college and adheres to federal and state non-discrimination policies:

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs.

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Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states: *“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”*

Title VI of the Civil Rights Act of 1964, prohibits discrimination based upon race, color, and national origin. Specifically, 42 USC 2000d states that *“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”* The use of the word *“person”* is important as the protections afforded under Title VI apply to anyone, regardless of whether the individual is lawfully present in the United States or a citizen of a State within the United States.

Title II of the American with Disabilities Act of 1990 requires state/local governments to give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities. State/local governments can’t deny people with disabilities the chance to participate or make them participate in different programs than available to others.

Central Lakes College also follows and adheres to Minnesota State College and University policies. Policy 1B is the Equal Education and Employment Opportunity policy: *Minnesota State Colleges and Universities and Central Lakes College are committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or membership or activity in a local commission as defined by law.*

Embedded within the policy are Minnesota State system procedures 1B.1, 1B.2, 1B.3, and 1B.4.

Policy 1B.1 states: *Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota’s quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.*

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*Subpart B. Nondiscrimination. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.*

*Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or familial status is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.*

*This policy is directed at verbal or physical conduct that constitutes discrimination /harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.*

*The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.*

*This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to, its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.*

*This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.*

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



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## Narrative 6: Work-Based Learning

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

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

NEED A: Graduation and Work-Based Learning	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need for students to graduate high school and offer Work-Based Learning opportunities for all students in our consortium. Data from EDIAM shows:</p> <p>From 2023-2024 Secondary:</p> <ul style="list-style-type: none"> <li>• Graduation rate is steady and is within 0.5% of the SDPL.</li> <li>• Graduation rate among economically disadvantaged students is stable and the consortium is above the state actual.</li> <li>• Graduation rate among nontraditional students is steady and aligns with state actual.</li> <li>• Work-Based Learning has increased significantly in 2024 and we remain above the SDPL.</li> </ul> <p>1S1: Graduation Rate (4-year) - Consortium Level- 93.63% / State- 93.29%            11 of 22 schools exceeded the state average.  <a href="https://docs.google.com/spreadsheets/d/1G86oizrMonKDAczO-TPgafoeMFv1jY0soGljMSDJZfo/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1G86oizrMonKDAczO-TPgafoeMFv1jY0soGljMSDJZfo/edit?usp=sharing</a></p> <p>Graduation rates continue to be similar to the rest of the state. Special education and economically disadvantaged students are graduating at a lower rate than the entire consortium. Nontraditional students are graduating at a lower rate than other subgroups. Regardless, these numbers are higher than the SDPL for those groups.</p> <p>High schools within the consortium lack dedicated time, as recommended by MDE, to plan, coordinate, and enhance WBL opportunities.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>• Support the purchasing of industry-standard equipment that students may see or use at WBL sites and enter that experience with the ability to gain and enhance their knowledge while at the WBL site.                Who = Central Lakes Perkins Consortium                Action = Fund equipment <b>with approximately 35% of total budget</b>                Timeframe = By June 30, 2026.                Funding source = Federal Perkins Grant</li> <li>• Funding professional development for any CTE instructor who would like to learn more about supporting special populations. We will encourage instructors to collaborate with their SPED department to generate ideas on ways to support our special population in SPED.                Who = Central Lakes Perkins Consortium</li> </ul>					

<p>Action = Fund attendance at the CTE For All workshop and support program approval for WBL SPED. Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant.</p> <ul style="list-style-type: none"> <li>Work to ensure all consortium schools have access to an approved Work-Based Learning program. Who = Central Lakes Perkins Consortium Action = Assist with program approvals and support positive and effective communication with industry partners. Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant</li> </ul>
<b>3. Measurable Outcomes (report results in next APR):</b>
<ul style="list-style-type: none"> <li>Increase high schools offering WBL up to 21 schools by May 30, 2026.</li> <li>Increase WBL participation by 2% by May 30, 2026.</li> <li>Increase CTE concentrators participating in WBL by 1-2% by May 30, 2026.</li> </ul>

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

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

1a, b, and c:

Secondary

The POS worksheet indicates that 20 of the districts in the consortium have Work-Based Learning opportunities. Students in these districts can earn academic credit and on-site job skills. Several of the districts have school stores and greenhouses that allow for experiential learning as they apply skills and knowledge learned in the classroom to these enterprises. Some consortium’s districts cannot offer WBL at business and industry sites, given their rural settings and geographic locations. So, they may offer experiential learning through entrepreneurial courses. In several of the districts, integrated CTE programs work across disciplines to run the business. Preliminary discussions have occurred at the Northwest Regional Perkins Consortia level to seek opportunities for these to become recognized WBL experiences. More time is needed for this to come to fruition. Other districts have work release programs where learning not recognized for credit is used for development of skills needed to be successful in the workplace. Survey responses gathered in the CLNA process indicated districts that have WBL,

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experiential learning, and entrepreneurial courses offer these opportunities to all students at registration to become enrolled in the courses/programs.

We will continue to work with districts who do not currently have a WBL program in place to understand their barriers and provide them with opportunities to grow a WBL program.

Secondary Work-Based Learning programs are available at 20 of our 22 consortium districts. WBL settings are found in manufacturing, business, equipment repair, and culinary arts. WBL has been an area of growth for the consortium. The secondary reserve budget will reflect investment in growing this mostly through assisting with Work-Based Learning endorsements and professional development. Survey responses gathered in the CLNA process indicated districts that have WBL offer this opportunity to all students enrolled in the courses/programs.

It is important to know that it is nearly impossible for every student to have access to the WBL opportunity, especially if in-school WBL opportunities are not counted as valid WBL experiences. Employers cannot handle the volume of providing every single student with some type of WBL opportunity. We strongly advocate for counting school-based WBL opportunities, such as a school store, as valid WBL experiences to help achieve the goal of having every student have access to a WBL opportunity. We work very creatively to try and provide every student with a WBL opportunity while not overwhelming our employers.

In addition to WBL classes and internships, the consortium partners with Sourcewell Career Pathways programs, Workplace Connections, and other programs to provide informational interviews, job shadowing, and other work-based experiences for students. During the 2024-2025 academic year, Sourcewell hosted 4 WBL cohort meetings for our consortium. Sourcewell will look to continue offering these cohort options next year.

The Central Lakes Perkins Consortium will invest financial resources to assist secondary teachers with time away from the classroom to work on the WBL certification. Financial support for these efforts can be found in Narrative 8 and in development of new programs tab in the reserve secondary budget.

### Postsecondary

CLC affords students numerous opportunities to complete clinicals, field observations, internships, and practica during a student's academic experience. Internships are available for credit in nearly every program at CLC. Internship classes for credit are required in the following programs and degrees:

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CDEV 2210: Internship – required for the early childhood education transfer pathway and the early childhood education diploma;

DENT 1150: Dental Internship – required in the summer of the dental assisting diploma and AAS;

DEHY 1180, DEHY 1185, DEHY 2186, and DEHY 2188: Dental Hygiene Practice I, II, III, and IV, respectively. Required in each semester of the Dental Hygiene AAS;

DHET 1130: Diesel Internship – required in the third semester of the diesel equipment technician AAS;

GDES 2350: Internship, or GDES 2352: Shop Internship – required after the third semester of the Graphic Design AAS;

GDES 2350: Internship, or GDES 2352: Shop Internship – required in the third semester of the graphic design media technologies diploma;

HORT 1345: Internship – required in the fourth semester of the sustainable landscaping diploma, and, the second semester of the sustainable greenhouse production diploma;

HSER 2153: Field Experience and Seminar – required in the second semester of the human services technician diploma, and the fourth semester of the human services AAS and pre-social work transfer pathway;

MCAB 1113: Internship in Meat Cutting and Butchery – required for the meat cutting & butchery certificate;

NURS 2541 and NURS 2546: Professional Nursing Practicum II and III, respectively. Required in semesters one and two of the Nursing (Advanced Standing) AS;

NURS 1545, NURS 2541, and NURS 2546: Professional Nursing Practicum I, II, and III, respectively. Required in semesters two, three, and four of the Nursing (Traditional) AS;

PNUR 1150: Clinical Lab – required in the third semester of the practical nursing diploma;

RAST 2390: Internship, or, RAST 2399: Independent Study – required in the fifth semester of the robotics / automated systems technology diploma and AAS;

Numerous programs also offer non-required internships and field experiences for students to gain skills and perspective on what the career is actually like in practice.

## Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A: Outreach and Engagement	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to inform students and parents about early college credit opportunities. The CLNA revealed:</p> <ul style="list-style-type: none"> <li>• 45% of parents could not identify if their student's school offers a CTSO, Work-Based Learning, job shadowing, or internship.</li> <li>• 42% of parents know their student's school offers Work-Based Learning.</li> <li>• 50% of parents could not identify any part of their student's classroom, labs or equipment.</li> <li>• Parents are not able to identify a pathway from high school to postsecondary.</li> <li>• Parents want to, and need to, learn more about the CTE courses offered in schools.</li> <li>• Parents are frustrated with required courses taking opportunities away from CTE courses.</li> </ul>					
2. <b>Strategies to address need:</b>					
<ul style="list-style-type: none"> <li>• Promotion and outreach via student school portals, conferences, and events. Who = Central Lakes Perkins Consortium Action = Attending and coordinating meetings, emails, phone calls, providing flyers and videos, high school visits by college faculty, and college visits from high schools. Asking and persuading high schools to post early college credit information in their school portals, websites, and social media. Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant.</li> <li>• Professional Development for instructors to engage with parents and community partners. Who = Central Lakes Perkins Consortium Action = Attending and coordinating meetings, emails, phone calls, providing resources like flyers and videos, high school visits by college faculty, and college visits from high schools. Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant</li> <li>• Encourage Articulated College Credit agreements, PSEO, and College in the Schools, which parents tend to understand the financial value of. Increasing enrollment in these types of courses results in saving money when high school students continue their education. Who = Central Lakes Perkins Consortium Action = Attending and coordinating meetings, conferences, classroom visits, emails, phone calls, providing flyers and videos, high school visits by college faculty to high schools, and high school students and classes visiting colleges. Asking and persuading high schools to post early college credit information in their school portals, websites, and social media. Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant</li> <li>• Work with CLC instructors and assisting them with promoting their programs. Who = Central Lakes Perkins Consortium Action = Meetings, emails, phone calls, high school visits by college faculty, and college visits from high schools.</li> </ul>					

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Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant
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<b>3. Measurable Outcomes (report results in next APR):</b>
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| <ul style="list-style-type: none"><li>• Promote and encourage Articulated College Credit agreements throughout the 2025-2026 academic year.</li><li>• Assist high school instructors to articulate at least one class with CLC during the 2025-2026 academic year.</li></ul> |
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1. Provide additional narrative to address the following:
  - a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

Central Lakes College (CLC) is committed to providing high quality educational experiences and access to learners still enrolled in high school. High school students may earn college credit through Central Lakes College by choosing one or more of the following options:

- College in the Schools, or CIS;
- Articulation Agreements;
- Post-Secondary Enrollment Options, or PSEO; and,
- Credit for Prior Learning, or CPL.

CLC offers Articulated College Credits, which awards credit for prior learning to high school students who participate in certain Career and Technical Education (CTE) courses. CLC instructors collaborate with participating high school instructors to identify course competencies that are common at both the high school and college levels. Articulated College Credit courses are taught by high school instructors. CLC uses the CTE CreditMN website for this process.

As a consortium, we continue to evaluate the long-term value of Articulated College Credits with the changing environment of support for early college and the historical low utilization of the agreements compared to the amount of time, energy, and funding put into creating them. In many areas, it is a struggle for high school CTE classes to truly replicate the time students spent working on a particular piece of equipment to be equivalent to the high amount of time spent at the college level. This is due to both time and equipment constraints at the high school level.

The Central Lakes consortium school districts have a wide array of advanced-level classes. The majority of consortium schools have Advanced Placement offerings. Other industry-certified credential examples may include:

- 
- Aitkin High School: ServSafe certification and Minnesota Department of Health food manager certification
  - Brainerd High School: *Aviation-Private Pilot Ground School* class that prepares students to sit for the FAA Private Pilot written exam
  - Brainerd High School: National Career Readiness certification
  - Browerville High School: First Aid & CPR class that allows students to receive certification
  - Browerville High School: Certified Nursing Assistant class, and students are qualified to take the Minnesota Board of Health Nursing Assistant Test for certification
  - Crosby-Ironton High School: ServSafe certification
  - Henning High School: Online Certified Nursing Assistant class with M-State, resulting in students taking the Minnesota Board of Health Nursing Assistant Test for certification
  - Isle High School: Microsoft Office Specialist certification
  - Little Falls High School: *Aviation-Private Pilot Ground School* class that prepares students to sit for the FAA Private Pilot written exam
  - Little Falls High School: CDL licensure
  - Little Falls High School: OSHA 10
  - Little Falls High School: Snap-On certification
  - Long Prairie-Grey Eagle High School: ServSafe certification
  - Menahga High School: Following Minnesota Department of Health HCCC/Nursing Assistant curriculum. Upon completion of the course, students are qualified to take the Minnesota Board of Health Nursing Assistant Test for CNA certification
  - Menahga High School: Minnesota Emergency Medical Responder certification
  - Menahga High School: Snap-On certification
  - Pequot Lakes High School: Certified Nursing Assistant class, and students are qualified to take the Minnesota Board of Health Nursing Assistant Test for certification
  - Pequot Lakes High School: CDL licensure
  - Pierz Healy High School: Certified Nursing Assistant class, and students are qualified to take the Minnesota Board of Health Nursing Assistant Test for certification
  - Pierz Healy High School: OSHA 10
  - Pillager High School: National Career Readiness certification
  - Pillager High School: ServSafe Food Handler certification
  - Pillager High School: *ProStart II-IV* courses that allow the students to take the National Restaurant Association ProStart exam to earn a Certificate of Achievement
  - Sebeka High School: CLEP exam for *Business Law* class
  - Sebeka High School: *Computer Applications* course and students may take the coordinating CLEP exam for college credit
  - Staples-Motley High School: ServSafe certification
  - Staples-Motley High School: American Heart Association First Aid & CPR certification
  - Staples-Motley High School: Minnesota Board of Health Nursing Assistant Test for CNA certification
  - Wadena-Deer Creek High School: OSHA 10



## Narrative 8: Support to Professionals

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

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

NEED A: Equipment	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to fund equipment and technology purchases within our consortium. According to the CLNA:</p> <ul style="list-style-type: none"> <li>• CTE equipment and learning spaces need upgrading to industry-standard equipment and technology.</li> <li>• 74% of high school students say that the equipment in their school is up to date.</li> <li>• 70% of teachers believe their facilities and equipment reflect current industry and workplace practices, but most teachers believe they could use equipment that is upgraded to industry-standard.</li> <li>• High school teachers and administrators identified equipment as their first preference for where Perkins and CTE levy / revenue dollars should be spent.</li> </ul>					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>• Support the purchasing of industry-standard equipment, technology, and supplemental curriculum in our Programs of Study by June 30, 2026. Who = Central Lakes Perkins Consortium Action = Fund equipment <b>with approximately 35% of total budget</b> Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant.</li> <li>• Support Professional Development so instructors know how to use the equipment, or are inspired to explore new equipment and technology. Who = Central Lakes Perkins Consortium Action = Support attendance at relevant trainings and workshops, encourage industry partnerships, and use of Sourcewell's STEMbound equipment.</li> </ul>					

Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant.

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

- Financially support the requested purchasing of industry-standard equipment, **with approximately 35% of the total budget**, throughout the 2025-2026 academic year.
- Financially support Professional Development, **with approximately 7% of total budget**, to ensure proper use of equipment throughout the 2025-2026 academic year.

NEED B: Professional Development	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to provide Professional Development within our consortium. Data from the CLNA and Elements 1 &amp; 2 shows:</p> <p>Multiple exit and entry points were identified, along with:</p> <p>Our consortium continues to struggle with expanding POS in Health Sciences. The lack of qualified and licensed instructors / teachers has made it difficult to expand into more schools. Currently, only 3 of our 22 high schools offer a Health Science course and that instructor is shared between two schools.</p> <p>Information Technology and Computer Science is another area where many of our teachers are not trained in teaching. Minnesota is currently last in offering these courses to students at only 21%.</p> <p>Teachers identify the inability to collaborate with other content teachers due to our consortium's small school sizes and feel there are not enough opportunities for professional development opportunities for them to learn about new topics, course options, and learn best practices. High school teachers identified professional development as their second priority for where Perkins and CTE levy / revenue dollars are spent. Administrators report they want to expand CTE offerings but struggle with retaining CTE staff, hiring qualified CTE staff, and providing the necessary equipment to expand. We feel that the lack of professional development hinders the ability to learn about new opportunities for students.</p>					
<b>2. Strategies to address need:</b>					
<ul style="list-style-type: none"><li>Invest in equipment and technology to provide positive classroom experiences which may encourage teacher retention. Who = Central Lakes Perkins Consortium Action = Fund equipment <b>with approximately 35% of total budget</b> Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant</li><li>Offer and promote Professional development opportunities Who = Central Lakes Perkins Consortium <b>Action = Funding and promoting and Professional Development with approximately 7% of total budget</b> Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant &amp; Sourcewell</li><li>Explore potential of content meetings and networking Who = Central Lakes Perkins Consortium Action = Planning and determining the concept for content meetings</li></ul>					

<p>Timeframe = By May 30, 2026. Funding source = Federal Perkins Grant</p> <ul style="list-style-type: none"> <li>Use of consortium resources in Google drive Who = Central Lakes Perkins Consortium Action = Continued updating of resources, PD opportunities, etc. Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant</li> </ul>
<p><b>3. Measurable Outcomes (report results in next APR):</b></p> <ul style="list-style-type: none"> <li>Participation in at least one event, professional development workshop, and the like, from each high school instructor in development opportunities throughout the 2025-2026 academic year.</li> <li>Continued use and sharing of consortium resources in Google drive throughout the 2025-2026 academic year.</li> </ul>

4. Provide additional narrative to address the following:
  - a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.
  - b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

4a and b. The Central Lakes Consortium has included teaching/training as one of our programs of study to be funded. Education careers are one of the most in-demand in our region, according to DEED Labor Market Information. In addition to spending funds and supporting this as a program of study, we are working with the Lakes Country Education Co-Op to provide support to teachers to obtain licenses and endorsements. The Lakes Country Education Co-Op provides information to assist our instructors on the various paths available. Example resources are available as well all at no cost to the consortium. Secondary supplemental funding requests are budgeted in professional development to enable instructors to request a substitute teacher for time away from classrooms to work on licensure, program approval, and attend professional development opportunities. At the postsecondary level, we created a new short-term certificate in early childhood education to provide a pathway for new individuals to enter the field quickly with accelerated training. This certificate will also stack into further education career training if individuals would like to continue their training. We also work closely with Sourcewell and their “Live here, Teach Here” Campaign to recruit teachers into the region.

Secondary: Our consortium coordinator works closely with districts who have instructors teaching out of field to remind them of the need to update these as required. OFP have seen a steady increase in our consortium which can be a great way to keep our CTE courses alive. We will collaborate with Lakes Country Service Coop to assist our instructors with viable ways to licensure. Funds to support these are in Narrative 8 and in reserve funds under development of new programs of study.

The consortium continues to support professional development to ensure we have licensed teachers. We will partner with the Lakes Country Education Coop to provide support and funding to teachers to complete their licensure through the portfolio process. More information can be found at: <https://www.lcsc.org/site/Default.aspx?PageID=831>.

## Narrative 9: Performance Gaps

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

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

NEED A: Math and Reading Scores	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to ensure that CTE students are proficient in reading and math. The EDIAM report showed:</p> <p>2S1: Academic Proficiency: Reading / Language Arts – Consortium Level- 45.19% / State- 38.92%            11 consortium schools exceed the state average.            -Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state.            -Special populations for economically disadvantaged and nontraditional have similar scores between consortium and state.</p> <p>2S2: Academic Proficiency: Mathematics – Consortium Level- 24.3% / State- 33.05%            4 consortium schools exceed the state average.            -Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>Support the purchasing of industry-standard equipment which engages students and promotes their interest in learning                Who = Central Lakes Perkins Consortium                Action = Fund equipment <b>with approximately 35% of total budget</b>                Timeframe = By June 30, 2026.                Funding source = Federal Perkins Grant</li> <li>Professional development for instructors regarding math and reading integration into their CTE classes                Who = Central Lakes Perkins Consortium                Action = Promotion and encouragement of PD                Timeframe = By June 30, 2026.                Funding source = Federal Perkins Grant.</li> <li>Integrating math and reading into CTE curriculum utilizing resources online that may not require additional professional development, but may have a cost factor.</li> </ul>					

Who = Central Lakes Perkins Consortium  
 Action = Promotion and encouragement of various resources, working with MDE specialists to learn of available resources  
 Timeframe = By May 30, 2026.  
 Funding source = Federal Perkins Grant.

- Collaborate with Sourcewell for industry-recognized certifications, i.e. Snap-On. These types of opportunities specifically assist with math and measurement skills. This will include precision measuring and can lead to a student certification.  
 Who = Central Lakes Perkins Consortium  
 Action = Collaborating with Sourcewell for industry-standard certifications offerings  
 Timeframe = By May 30, 2026.  
 Funding source = Federal Perkins Grant & Sourcewell
- Central Lakes College – Support CTE students through successful completion of either a specific math course or through math components of their program courses.  
 Who = Central Lakes College Math & CTE instructors  
 Action = Support for faculty development, supplemental instruction / support for MATH 1500 and bootcamp.  
 Timeframe = By May 30, 2026.  
 Funding source = MinnState Math Pathways Grant

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

- CLC – CTE programs utilizing the MinnState Math Pathways Grant to increase math-related student success throughout the academic 2025-2026.
- Increase math and reading scores / proficiency that align with the 2026 SDPLs.

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

There is a need to provide CTE courses and programs within the consortium. The CLNA showed:

Data collected from Element #1 provided good initial information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses. This included a review of outreach materials, advising practices, accommodation processes, and recruitment processes. This involved consultation with administrators, educators, counselors, students, parents, and special population groups.

High school teachers, students, and administrators identify class schedule constraints and time conflicts as the main reason that CTE areas have trouble expanding their offerings and adding POS. 32% of students state that CTE courses conflict with other courses they must take which eliminates the opportunity to take classes of interest. 28% of students say they are interested in programs that are not available at their school, especially Ag, Business, FCS and Health Science.

84% of administrators believe class schedule constraints and time conflicts are holding back our CTE programs and not allowing students to explore their interest areas.

## **2. Strategies to address need:**

- Support funding of industry-standard equipment so students see the relevance of what is in the workplace today is available at their school as well. Providing all students with the ability to work on industry-standard equipment that is safer may allow more students an opportunity to take courses in CTE.  
Who = Central Lakes Perkins Consortium  
Action = Fund equipment **with approximately 35% of total budget**  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant
- Conduct outreach regarding CTE courses and programs to all students. Understanding that there is a lack of knowledge on CTE courses, instructors would be encouraged to generate ideas on how we can better support CTE through promotion.  
Who = Central Lakes Perkins Consortium  
Action = Promote and encourage outreach such as CTE nights, creating a website for each school to share what is happening in their building, and work with industry partners.  
Timeframe = By May 30, 2026.  
Funding source = Federal Perkins Grant
- Support and expand career exploration opportunities that would include CTE courses. We also need to work on making the connection between skills students have (even outside of CTE) and how it can translate to a career.  
Who = Central Lakes Perkins Consortium  
Action = Fund career exploration events, industry tours, and college visits.  
Timeframe = By May 30, 2026.  
Funding source = Federal Perkins Grant.

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

- Increase in participants and concentrators by 2% by May 30, 2026.
- Increase math and reading scores / proficiency that align with the 2026 SDPLs.

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

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

4a and b. This consortium's CLNA identified economically disadvantaged students as the main area of focus. This presents the largest opportunity for impact. We also have gaps for students of color, students with disabilities, and nontraditional students.

### Secondary

Secondary initiatives include collaboration with Sourcewell to create workshops and in-services for CTE teachers, counselors, and others. For these events, the consortium would hope to hear from current practitioners and researchers in the field as they share innovative ideas, best practices, and results-oriented actions.

The coordinator will work with each district to review performance gap data and will work with districts to develop strategies to reduce and eliminate gaps. We hope to provide additional resources to our instructors on incorporating more math and reading into their courses. This addition comes from reviewing standardized test scores and industry recommendations.

Providing professional development at the local level with each content area to include strategies to increase success with special populations will take place. We may look at outside additional resources to help with identifying ways our schools can implement this. Best practices from other teachers in the consortium can also be shared. Data will be used to determine if some schools are having more success with special populations than other schools and we would dive deeper into what is working for that district that could be replicated at other schools.

Secondary initiatives include collaboration with Sourcewell to create workshops and in-services for CTE teachers, counselors, and others. For these events, the consortium would hope to hear from current practitioners and researchers in the field as they share innovative ideas, best practices, and results-oriented actions.

### Postsecondary

CLC has implemented a case management advising model that includes more proactive outreach to students. CLC has a Basic Needs Hub to support our students in obtaining food, cooking skills, housing, and other basic needs. (More than 50% of students at CLC are food insecure.) CLC has also developed a Wellness Hub that will include mental health first aid services, counseling opportunities, telepsychiatry support, stress-management strategies, and other supports.

At both the secondary and postsecondary levels, we will support professional development opportunities for faculty and staff about equity, inclusion, and opportunities to understand the lived experiences of our students. We will also develop CTE information and outreach materials specifically for special populations to try and increase participation in and completion of CTE programs.

## Narrative 10: Consortium Governance

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

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

NEED A: Administration the Perkins V Grant	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
There is a continued need for funding of secondary and postsecondary coordinators to write, implement, maintain, execute, and evaluate all aspects of the Perkins V Grant.					
<b>2. Strategies to address need:</b>					
<ul style="list-style-type: none"> <li>• Coordinate the Perkins V Grant Who = Mike Kaluza &amp; Lisa M. Hanson Action = To support this strategy, and to ensure that all aspects of the Perkins V Grant are being met and completed, the consortium coordinators are paid for their work through the consortium budget. Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant</li> </ul>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ul style="list-style-type: none"> <li>• Completing a new CLNA by February 2026.</li> <li>• Funding equipment purchases by June 30, 2026.</li> <li>• Providing resources and funding of reading and math skills and technical skill assessment to all schools by May 30, 2026.</li> <li>• See a 2% increase in Special Population concentrators, which would be reported in SDPLs in March 2027.</li> <li>• Meetings amongst Perkins Coordinators, liaison team, leadership team at least four times per year, high school visits by the Central Lakes Secondary Coordinator at least twice per year, obtaining and evaluating equipment and technology requests by May 30, 2026.</li> </ul>					



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1. Provide additional narrative to address the following:  
Describe your consortium's formal governance structure, including:

- How the consortium leadership is organized
- Processes used for making financial decisions
- Processes and structures in place to ensure secondary and postsecondary collaboration
- Communication systems in place to ensure all consortium members are continually informed.
- Note any areas of governance that are being developed or improved.

1. The consortium has a liaison team made up of one CTE instructor per K-12 district and postsecondary faculty and administration. District members are selected by their district peers to serve as the liaison. The liaison team meets at least four times per academic year. These meetings include the Perkins Secondary Coordinator and Postsecondary Coordinator. This group reviews data and provides input on consortium priorities. The liaisons serve as the communicators for the consortium and take the information back to their districts for dissemination. The liaison team chooses up to ten members to sit on the leadership team.

The leadership team is the governance arm of the consortium. The leadership team provides oversight and review of supplemental funding requests on behalf of the consortium. One CTE teacher from each Career Cluster participates and aids in supplemental funding requests:

Every secondary CTE instructor teaching in an approved Program of Study is invited to submit requests for supplemental funding with the understanding that submissions must meet criteria for funding.

The following factors are considered when reviewing funding requests:

- Is this one of the priorities for funding identified as part of the CLNA process?
- Does the request advance equity of access to all career areas?
- Does the request support the implementation of new courses/curriculum/ programs in the district?
- Which POS were weak across the consortium and need investment to improve?
- Does the request support programs in getting up to industry-standard?
- Financial need is greater than the district can provide?
- Students benefit from the opportunity to use industry standard equipment/technology?
- The potential to increase student numbers in CTE courses in the district?
- Advisory committee recommendations for funding priorities?
- Does the request address a performance gap?

After review and approval by the leadership team, the requests are returned to the instructors for completion and required supporting documents for submission to MDE for approval.

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The Central Lakes Perkins Consortium utilizes email for communication, along with a Google website of resources. The consortium relies on the leaders to help communicate information to the liaisons, too.

## Narrative 11: Reserve Funds

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

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

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

NEED A: POS Opportunities	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The consortium has a need to develop and support new or innovative Programs of Study. Data is from a variety of sources:</p> <p>We reviewed in-depth information on the labor market from Real Time Talent, DEED, the local chamber of commerce, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class sizes, courses, and student disaggregated data and interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at course materials, Work-Based Learning opportunities, certificates, and degrees available.</p>					

On average, we have more AFNR, Business, FCS, Manufacturing and Construction programs than other consortia. We lag in the number of programs for Health Science and Transportation programs.

The interest from districts and industry in adding programs has significantly been around Health Science and Transportation Operations/Maintenance. DEED data and news articles also show the need for an increase in computer science and software development, which we lack tremendously in our consortium. We are fortunate to have articulation agreements available in all three areas (Health Science, Transportation Operations/Maintenance, Computer Science) through Central Lakes College, so the pathway is available. Growth is hindered by the lack of programs and instructors at the secondary level. Only 9% of our secondary schools offer Health Science, 14% offer Transportation Careers, and while we have Business and Trade & Industry programs eligible to teach Computer Science/Development, schools are not offering it.

Partnership opportunities include working with local hospitals and clinics in Little Falls, Brainerd, Crosby, Pillager, Breezy Point, Pine River, Motley, Wadena, Verndale, Pierz and Staples.

Little Falls was awarded a grant by the Minnesota Legislature to implement CDL and aviation programs into their high school which included the purchase of a flight simulator and truck simulator. Funding included the purchase of curriculum, simulators, instructor costs, professional development, and career exploration opportunities. Representative Ron Kresha, who sponsored the bill/grant, is helping implement the program and is looking for additional funding for other districts.

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

## 2. Strategies to address need:

- Support purchasing of industry-standard equipment that will assist with developing Programs of Study in Health Science and Transportation.  
Who = Central Lakes Perkins Consortium  
**Action = Funding equipment purchases with approximately 40% of total Reserve budget**  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant
- Professional Development is necessary for developing Programs of Study.  
Who = Central Lakes Perkins Consortium  
Action = Promotion and encouragement of PD  
Timeframe = By June 30, 2026.  
Funding source = Federal Perkins Grant & Sourcewell
- Support and expand career exploration opportunities within CTE courses. We also need to work on making the connection between skills students have (even outside of CTE) and how it can translate to a career.  
Who = Central Lakes Perkins Consortium  
Action = Fund career exploration events, industry tours, and college visits.  
Timeframe = By May 30, 2026.  
Funding source = Federal Perkins Grant.

## 5. Measurable Outcomes (report results in next APR):

- Support the funding of industry-standard equipment by June 30, 2026.
- Support the funding of Professional Development opportunities for developing Programs of Study by June 30, 2026.
- Plan and execute college instructor visits to each high school to share and encourage the creation or extension of programs of study by May 30, 2026.
- Continued collaboration with Sourcewell for training opportunities, resources, and equipment to aid in developing programs by June 30, 2026.

NEED B: Performance Gaps	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The consortium has a need to actively address performance gaps related to Performance Indicators 3S1, 1P1, and 2P1. While the consortium is not on an Improvement Plan for these Performance Indicators, there is a need for continuous improvement.</p> <p>According to the CLNA responses from postsecondary students, there is a need to have instructors or additional staff available during non-class times so that students can work on projects and practice their skills. Staffing CLC's Automotive Technology and Marine &amp; Powersports labs with College Lab Assistants will allow this to occur. It also creates the opportunity to have high school classes or groups visit on Fridays, which has been expressed as a need.</p> <p>The CLNA revealed that students and parents do not know what CTE is or what it means. Thus, the consortium needs to conduct outreach in various forms to inform, demystify, and promote CTE opportunities, both in high school and after high school.</p>					
<b>Reserve Category:</b> <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
3. <b>Strategies to address need:</b>					
<ul style="list-style-type: none"> <li>• Provide funding for two College Lab Assistant positions, one in CLC's Automotive Technology program, and one in CLC's Marine and Powersports program. The CLAs will work for four hours on most Fridays during the 2025-26 academic year. This funding opportunity aligns with Performance Indicator 1P1: Postsecondary Retention and Placement, and will positively contribute to Performance Indicator 2P1: Earned Recognized Postsecondary Credential. Who = Central Lakes Perkins Consortium Action = Use Reserve funds for this initiative. Timeframe = Completed by May 8, 2026. Funding source = Federal Perkins Grant – Reserve</li> <li>• Address Performance Gaps via outreach to increase awareness of, and recruit students into, CTE programs. Increase retention and completion. Develop new, and enhance existing, outreach channels to reach students. Utilize open houses, social media, printed documents and publications, and on-campus events. This initiative aligns with Performance Indicators 3S1: Post-Program Placement, and, 1P1: Postsecondary Retention and Placement. Who = Central Lakes Perkins Consortium Action = Actively engage and complete outreach and information sharing via various methods and channels. Timeframe = By June 30, 2026. Funding source = Federal Perkins Grant – Reserve</li> </ul>					
6. <b>Measurable Outcomes (report results in next APR):</b>					
<ul style="list-style-type: none"> <li>• Increased graduation rate of MAPS and AUTO students. This would be reflected by seeing an increase in percentage in Performance Indicator 1P1 and 2P1.</li> </ul>					

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- Increased percentage in Performance Indicator 3S1.

1. Provide additional narrative to address the following:
  - a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.
  - b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

1a and b. Funding will be used to support and / or develop new or existing programs of study in therapeutic services (healthcare) careers and transportation careers by funding equipment, technology, and professional development for industry-standard training. Reserve funds will also be used to address performance gaps.

These goals aligns with Performance Indicators 1P1: Postsecondary Retention and Placement, and, 2P1: Earned Recognized Postsecondary Credentials.

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## Perkins-Funded Positions

**Submit the following with your application materials:**

- ✓ Completed FY 26 Perkins Funded Positions spreadsheet
- ✓ Position descriptions for every position fully, or partially, funded by Perkins for FY 26

## Required Documentation

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

- ✓ FY 26 Statements of Assurance (combined and uploaded as one single PDF)
- ✓ CLNA results & priorities document
- ✓ FY 26 S-RPOS - Funding POS spreadsheet
- ✓ FY 26 Combined Secondary & Postsecondary Budget spreadsheet
- ✓ Consortium Consolidated Equipment Inventory – current as of April 2025

Improvement Plan (Only required for those consortia on an improvement plan) = Not required for the Central Lakes Perkins Consortium.

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

To be submitted with the FY 25 Local Application

<b>Consortium Name:</b>	Central Lakes
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## Purpose of the CLNA Results and Priorities

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

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



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

In deciding on the questions to be asked in the CLNA, we took a comprehensive approach to create questions that will lead us to identifying the needs of our consortia.

We reviewed the previous CLNA to look for questions that we may want to use again, especially if we were able to gain usable feedback. Some of the questions were removed as they no longer applied, and we revised some of the questions for better clarity. In identifying new questions, we used a variety of data sources such as:

- Meetings with our regional Perkins Coordinators group
- Employment data from the Minnesota Department of Employment and Economic Development (DEED)
- RealTime Talent presentation on high-demand, high-skill and high-pay occupations
- Data from media sources on employment demand, CTE careers, and initiatives from the Minnesota legislature.

Once all questions were determined, we used a test group to access and complete the survey for students and teachers. On Wednesday, December 13, survey links were sent to secondary administration, secondary counselors, and secondary teachers. We asked that administration and teachers forward the parent survey and industry survey to advisory groups and community stakeholders as they have more direct access to those individuals. Secondary teachers were provided directions on how to complete the survey for themselves and how to distribute the survey to their students. We set a deadline of Friday, December 22 for all secondary administration, secondary counselors, secondary teachers and secondary students to complete the surveys. We extended the time for secondary parents and industry to Friday, January 12. Post-secondary staff and student surveys were distributed in January at the beginning of the new semester.

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

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

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations<sup>1</sup>;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

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

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

Name	Title	Group Represented
Secondary CTE Students		All 22 high schools
Postsecondary CTE Students		Central Lakes College Brainerd & Staples campuses
Secondary Administrators		All 22 high schools
Secondary Guidance Counselors		All 22 high schools
Secondary Teachers including Special Education Teachers with WBL Licenses		All 22 high schools
Secondary & Postsecondary Business Partners		Business & industry partners
Postsecondary Faculty, Administration & Staff		Central Lakes College Brainerd & Staples campuses
MN Regional Perkins Coordinators Group	Coordinators	Secondary & Postsecondary
Carson Gorecki	DEED Regional Labor Market Analyst	Secondary & Postsecondary
Erin Olson	RealTime Talent Senior Director of Strategic Research	Secondary & Postsecondary
Ron Kresha	Minnesota State Representative	Legislature & Business
Troy Haugen & Cindy Bailey	Lakes Country Service Coop Perkins Coordinator	Perkins Coordinators
Jill Murray & Leah Bott	Lake Superior Perkins Consortium	Perkins Coordinators
Carrie Hanson	Runestone Perkins Consortium	Perkins Coordinator
Advisory Boards		Secondary & Postsecondary CTE Industry Advisory Boards

## Prioritizing Needs (Optional)

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

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

## Narrative Tracking Matrix (Optional)

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

**Key to Narratives:**

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

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

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need A: Math and Reading	X			X					X		
Need B: Post-Program Placement	X		X				X				
Need C: Graduation and Work-Based Learning	X				X	X					
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need A: Gaps in POS	X	X		X					X		
Need B: POS Opportunities		X							X		
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need A: Equipment	X	X						X	X		X
Need B: Outreach and Engagement	X	X					X				
Need C: Professional Development	X	X							X		X
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A: Professional Development	X	X						X	X		X
Need B: Licensure								X			
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											
Need A: Course Offerings	X	X				X			X		
Need B: Special Populations	X				X						

## ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

**PRIORITIZED NEEDS**  
**Element 1: Student Performance on Required Performance Indicators**

E1-Need A: Math and Reading Scores

2S1- Reading- CL- 43.85% /State- 50.91%

Of those reporting data, 94% of consortium schools exceeded the SDPL

5 consortium schools exceeded the state average

-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state.

-Special populations for special education, economically disadvantaged, and nontraditional have similar scores between consortium and state.

2S2- Math- CL- 31.37%/ State- 36.36%

Of those reporting data, 70% of consortium schools exceeded the SDPL

5 consortium schools exceeded the state average

-Ethnicity other than white in our consortium is quite low. Ethnicity does not have large difference between consortium and state,

-Nontraditional students at the state level have a higher percentage than our consortium.

## E1-Need B: Post Program Placement

Improvement plan for 3S1: Post-Program Placement.

State- 53.65%

2 year- 16.83%

4 year- 35.22%

Employment- 2.79%

CL- 47.33%

2 year- 22.41%

4 year- 23.46%

Employment- 2.41%

We experienced an increase in the percentage of students in a post-program placement over the last year. We exceeded the state's average of 2-year placement. Central Lakes' 4-year placement is below the state average and employment % is similar. Special Populations demonstrates a slightly lower percentage than the state average. This is a continued area of improvement going forward.

4S1- Non-Traditional- CL- 31.08%/ State- 26.91%

Of those reporting data, 94% of consortium schools exceeded the SDPL.

9 consortium schools exceeded the state average.

-All special populations percentages for the consortium were higher than the state.

5S1- WBL- CL- 19.82%/ State- 9.65%

Of those reporting data, 100% of consortium schools exceeded the SDPL.

9 consortium schools exceeded the state average.

-The consortium have similar or higher percentages in special population for the state.



## E1-Need C: Graduation and Work-Based Learning

From 2021-2023 Secondary:

- Graduation rate has stayed steady and is within the SDPL.
- Graduation rate among economically disadvantaged has been stable and similar to the state average.
- Graduation rate among nontraditional students has increased slightly, but it is below the state average.
- Reading proficiency has been steady or a slight increase. Our percentage is above the SDPL.
- Math proficiency has some fluctuations, but the last reporting year was the highest percentage over the 3 years; Our percentage is above the SDPL.
- Post-program placement dipped in 2022 but has rebounded to an increase over 4%. We are still below the SDPL.
- Nontraditional concentration has been consistent, and is above the SDPL.
- Work-Based Learning has increased significantly in 2023 and we remain above the SDPL.

From 2021-2023 Postsecondary:

- Retention and placement have remained steady and is well above the SDPL.
- Earned recognized credential remains above the SDPL.
- Nontraditional enrollment has fallen slightly but remains above the SDPL.

1S1- 4-year graduation rate- CL- 92.38%/ State- 93.29%

100% of our consortium exceeded the SDPL.

8 of 22 schools exceeded the state average.

<https://docs.google.com/spreadsheets/d/1G86oizrMonKDAczO-TPgafoeMFv1jY0soGljMSDJZfo/edit?usp=sharing>

Graduation rates continue to be similar to the rest of the state. Special education and economically disadvantaged students are graduating at a lesser rate than the entire consortium. Non-traditional students are graduating at a lower rate than other subgroups. Regardless, these numbers are higher than the SDPL for those groups.

## ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

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

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

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

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

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

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

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

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

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

## **PRIORITIZED NEEDS**

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

#### **E2-Need A: POS Gaps and In-Demand Occupations**

Pipeline instructors from secondary to postsecondary. More communication is needed about what is expected at postsecondary level. As we look at FY23 concentrator numbers at the postsecondary level, areas such as Information Technology, Education, Family and Community Services, Hospitality and Tourism (outside of Food/Beverage), and Marketing had the lowest. Increasing communication and opportunities between secondary and postsecondary could help students understand the path towards careers.

Example: For Information Technology, while we already lack secondary courses, those opportunities students do have continue to be stand alone. Out of our 22 schools, we do not see any “intermediate” courses in this subject. Education courses, if offered, are typically for one semester only, and it is unclear if there are opportunities outside of Human Services including Work-Based Learning or internships for most education courses. For our business teachers, most of the schools do not focus on marketing courses and stay within topics of Business Management and Accounting courses. A popular CTSO in our consortium, BPA, does not include much for marketing integration which could be a reason for not offering more marketing courses.

Health Science, Construction, Agribusiness Systems, Production, and Facility and Mobile Equipment Maintenance had higher number of concentrators at the postsecondary level than other areas. Health Science and Facility and Mobile Equipment Maintenance remain low in opportunities at our secondary level while the other programs listed continue with high levels of interest. The CLNA identified Health Science and Transportation and Information Technology as lacking supply of workers in our region. We will need to work with schools and industry to help our secondary schools in providing opportunities and instruction for our teachers to feel comfortable teaching in those areas.

In analyzing the concentrators at the postsecondary level and comparing those numbers to other consortia, numbers tend to come in lower for many of our programs. Out of all consortia, Central Lakes has the third lowest number of concentrators. A few of our programs with higher concentrators than most other consortia are in Production and Facility and Mobile Equipment Maintenance.

Central Lakes POS’s available are similar to other consortia throughout the state.

A significant investment in Perkins postsecondary funds is being utilized to purchase equipment in the new Dental Hygiene program. FY24 Reallocation dollars were put into the program to help with its success. We hope to increase the number of concentrators in the Health Science Therapeutics pathway. CLC is utilizing Perkins funds for Dental Hygiene because of the high need: In 2023, the Minnesota Dental Association reported a shortage in dental hygienists and assistants that has resulted in reduction of hours and impacts in access to dental services due to lack of staff availability. The Minnesota Department of Health Lead Workforce has also reported that retiring dental professionals are outpacing new ones, a challenge that has been ongoing since 2011. Minnesota is home to only 10 dental hygiene training and education programs, with most only admitting 12-24 students per year. The closest program to CLC is located 60 miles away in St. Cloud, which admits 14 students per year. As lack of access to oral health care continues to plague Minnesotans, the local dental community recently approached CLC requesting that the college establish an oral hygiene program due to the severe shortage of professionals, and persistent ongoing concern related to the lack of dental services in the area. As a result, CLC hopes to launch a Dental Hygiene Program in the Fall of 2025, serving 15 students per year.

## E2-Need B: POS Opportunities

We reviewed in-depth information on the labor market from Real Time Talent, DEED, the local chamber of commerce, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class sizes, courses, and student disaggregated data and interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at course materials, work-based learning opportunities, certificates, and degrees available.

On average, we have more AFNR, Business, FCS, Manufacturing, and Construction programs than other consortia. We lag in the number of programs for Health Science and WBL SPED. We've seen an increase in the number of schools adding a WBL Diversified program throughout this year and we expect at least 75% of our schools to have a WBL Diversified program in place by the end of 2024-2025 school year.

The interest from districts and industry in adding programs has significantly been around Health Science and Transportation Operations/Maintenance. DEED data and news articles also show the need for an increase in computer science and software development, which we lack tremendously in our consortium. We are fortunate to have articulation agreements available in all three areas (Health Science, Transportation Operations/Maintenance, Computer Science) through Central Lakes College, so the pathway is available. Growth is hindered by the lack of programs and instructors at the secondary level. Only 9% of our secondary schools offer Health Science, 14% offer Transportation Careers, and while we have Business and Trade & Industry programs eligible to teach Computer Science/Development, schools are not offering it.

Partnership opportunities include working with local hospitals and clinics in Little Falls, Brainerd, Crosby, Pillager, Breezy Point, Pine River, Motley, Wadena, Verndale, Pierz and Staples.

Little Falls was awarded a grant by the Minnesota Legislature to implement a CDL and aviation program into their high school which included the purchase of a flight simulator and truck simulator. Funding included the purchase of curriculum, simulators, instructor costs, professional development, and career exploration opportunities. Representative Ron Kresha, who sponsored the bill/grant, is helping implement the program and is looking for additional funding for other districts.

<https://secure.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=400>

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

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

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



**PRIORITIZED NEEDS**  
**Element 3: Progress towards implementation of CTE Programs of Study**

**E3-Need A: Equipment**

CTE equipment and learning spaces need upgrading to standard equipment and technology. 74% of high school students say that the equipment in their school is up to date. 70% of teachers believe their facilities and equipment reflect current industry and workplace practices, but most teachers believe they could use equipment that is upgraded to industry standard. High school teachers and administrators identified equipment as their first preference for where Perkins and CTE levy/revenue dollars are spent.

**E3-Need B: Outreach and Engagement**

The parent survey identified large gaps in knowledge and marketing of the CTE programs at consortium schools.  
45% of parents could not identify if their student's school offers a CTSO, Work-Based Learning, job shadowing or internship.  
42% of parents know their student's school offers Work-Based Learning.  
50% of parents could not identify any part of their student's classroom, labs or equipment.  
Parents are not able to identify a pathway from high school to postsecondary.  
Parents want to learn more about the CTE courses offered in schools.  
Parents are frustrated with required courses taking opportunities away from CTE courses.

**E3-Need C: Professional Development**

Using much of the information collected in Elements 1 & 2, existing and potential POS were examined to determine if they met the needs of students and employers. Multiple exit and entry points were identified, along with:

Our consortium continues to struggle with expanding POS in Health Sciences. The lack of qualified and licensed instructors/teachers has made it difficult to expand into more schools. We currently have only 2 of our 22 high schools offering a Health Science course and that instructor is shared between those 2 schools.

Information Technology and Computer Science is another area where many of our teachers are not trained in teaching. Minnesota is currently last in offering these courses to students at only 21%.

Teachers identify the inability to collaborate with other content teachers due to our smaller school sizes and feel there are not enough opportunities for professional development opportunities for them to learn about new topics, course options, and learn best practices. High school teachers identified professional development as their second priority for where Perkins and CTE levy/revenue dollars are spent. Administrators report they want to expand CTE offerings but struggle with retaining CTE staff, hiring qualified CTE staff and providing the necessary equipment to expand. We feel that the lack of professional development hinders the ability to learn about new opportunities for students.

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

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

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

## PRIORITIZED NEEDS

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

#### E4-Need A: Professional Development

49% of CTE high school teachers in our consortia have 5 or less years of teaching experience and 18% have 21 or more years.  
58% of CTE high school teachers in our consortia have a Tier 4 license which the remainder spread-out between Tier 1, 2, 3 and OFP.

When we have almost half of our CTE teachers with less than 5 years experience and 42% not at Tier 4, there is an increased need for supporting these professionals to stay in teaching. Again, teachers identified professional development as their second choice for where Perkins dollars should be spent.

Nearly all administrators state that they are willing to approve most professional development outside their building. The issue comes down to cost and lost time that would have been spent in the classroom lab.

Most CTE high school teachers report that attending PLC's at their school do not provide the content or guidance to be more effective in their areas. CTE teachers identify the need for professional development in pedagogy, content, community / business partnerships and certifications to help them continue to be effective teachers and have the resources available to be successful.

#### E4-Need B: Teacher Licensure

Educator shortage areas and projections of current and future staffing needs were identified at both the secondary and postsecondary levels. The ever-changing landscape of PELSB was monitored and taken into account. Alternative licensing options at the secondary level were explored and utilized. Postsecondary credential criteria were reviewed. Aiding in this analysis was the input gathered from secondary and postsecondary administrators, educators, and employers. Area trends were also referenced. One of the main concerns administrators have is retaining CTE staff and replacing CTE staff in the future. Multiple CTE positions went unfilled this year or there were very limited options when hiring. With fewer higher education programs offering CTE license areas, more districts are having to focus efforts on obtaining Tier 1 teachers with no pedagogy or teaching experience. Many districts are continuing to post jobs requiring licenses that no longer exist (industrial technology, vocational) making it even more difficult to hire.



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

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

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

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

**E5-Need A: Course Offerings**

Data collected from Element #1 provided good initial information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses. This included a review of outreach materials, advising practices, accommodation processes, and recruitment processes. This involved consultation with administrators, educators, counselors, students, parents, and special population groups.

High school teachers, students, and administrators identify class schedule constraints and time conflicts as the main reason that CTE areas have trouble expanding their offerings and adding POS. 32% of students state that CTE courses conflict with other courses they must take which eliminates the opportunity to take classes of interest. 28% of students say they are interested in programs that are not available at their school, especially Ag, Business, FCS and Health Science.

84% of administrators believe class schedule constraints and time conflicts are holding back our CTE programs and not allowing students to explore their interest areas.

**E5-Need B: Special Populations**

The Central Lakes Perkins Consortium is within **3.4%** of the state average for participants and concentrators.

Total Secondary **2024** CL Participants: **3,295** (3,754 in 2023)

**57.3%** of all participants are Economically Disadvantaged (45.5% in 2023)

**50.95%** of all participants are Nontraditional (42.6% in 2023)

**64.34%** of all participants were female (51% in 2023)

Total Secondary **2024** CL Concentrators: **2,295** (2,596 in 2023)

**42.70%** of all participants are Economically Disadvantaged (43.2% in 2023)

**49.05%** of all participants are Nontraditional (52.9% in 2023)

**35.66%** of all participants were female (41% in 2023)

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	<b>Central Lakes: FY 26 Basic</b>	<b>Central Lakes: FY 26 Reserve</b>	<b>FY 26 Secondary &amp; Postsec Subtotals</b>
<b>FY 26 Secondary allocation:</b>	<b>\$272,943.09</b>	<b>\$69,297.03</b>	<b>\$342,240.12</b>
<b>FY 26 Postsecondary allocation:</b>	<b>\$197,882.90</b>	<b>\$69,297.03</b>	<b>\$267,179.93</b>
<b>FY 26 total consortium allocation:</b>	<b>\$470,825.99</b>	<b>\$138,594.06</b>	<b>\$609,420.05</b>

### INSERTING ADDITIONAL ROWS

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

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

### DATA ENTRY

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

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

### SUMMARY SPREADSHEET

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

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

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

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

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

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

**Central Lakes** **Basic Funding--Secondary: \$272,943.09**

**Central Lakes** **Basic Funding--Secondary: \$272,943.09**

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

[illegible]

366 Travel, Conventions and Conferences	Coordinator travel, liaison and leadership travel, and meeting costs. Liaisons and leaders meeting mileage reimbursement										\$10,000.00	\$10,000.00
<b>300's Services/Subawards</b>	SUBTOTAL	\$0.00	\$114,955.10	\$0.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$10,030.00	\$142,485.10
401 Supplies and Materials - Non Instructional												\$0.00
<b>400's Supplies/Material</b>	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
												\$0.00
<b>500's Capital/Equipment</b>	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>												\$0.00
<b>FY 26 Proposed Budget</b>		\$0.00	\$114,955.10	\$0.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$140,487.99	\$272,943.09

[illegible]

**Central Lakes**

**Reserve Funding--Secondary: \$69,297.03**

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			<b>Health Science &amp; Transportation clusters</b>	
140 Licensed Classroom Teacher	Funds to support time for professional development	\$18,000.00	\$0.00	\$18,000.00
				\$0.00
<b>100's Personnel/Salary</b>	<b>SUBTOTAL</b>	<b>\$18,000.00</b>	<b>\$0.00</b>	<b>\$18,000.00</b>
				\$0.00
<b>200's Personnel/Non-Salary</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
303 Federal Subawards and Subcontracts - Amount up to \$25,000	CTE career exploration, industry exploration and performance gaps: \$16,000;  College and career exploration for special populations: \$1,000.00  Professional development to expand WBL access and resources: \$4,000.00  Professional development and curriculum to implement reading and math strategies into CTE: \$3,000.00  CTE CreditMN Subscription: \$921.00  Equipment and technology needs in support of program development for health careers, transportation careers, information technology and education programs and other programs in development: \$20,376.03  Support for the creation of new programs of study: \$6,000.00	\$45,297.03	\$6,000.00	\$51,297.03
				\$0.00
<b>300's Services/Subawards</b>	<b>SUBTOTAL</b>	<b>\$45,297.03</b>	<b>\$6,000.00</b>	<b>\$51,297.03</b>
				\$0.00
<b>400's Supplies/Materials</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
				\$0.00
<b>500's Capital/Equipment</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>FY 26 Proposed Budget</b>		<b>\$63,297.03</b>	<b>\$6,000.00</b>	<b>\$69,297.03</b>

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

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



## SECONDARY Narrative for Perkins V Application - FY 26

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

All expenditures are included in Narrative 10:

UFARS 110 Administration/Supervision: Administration of grant objectives by full-time secondary coordinator \$87,000.00

UFARS 140 Licensed Classroom Teacher: District liaisons and leaders' stipends for attending Perkins meetings \$9,000.00

UFARS 170 Non-Instructional Support: Finance Officer and Payroll Specialist Support for grant administration \$7,892.00

UFARS 210 FICA/Medicare: Benefit for full-time coordinator, teachers and support staff \$7,0287.50

UFARS 214 PERA: Support staff benefits \$592.00

UFARS 218 TRA: Full-time coordinator retirement benefit \$7,612.03

UFARS 220 Health Insurance: For full-time coordinator and support staff benefits \$9,177.00

UFARS 230 Life Insurance: For full-time coordinator and support staff benefits \$100.70

UFARS 240 Long-Term Disability Insurance: For full-time coordinator and support staff benefits \$209.33

UFARS 250 Tax Sheltered Annuities/MN Deferred Compensation Plan (403b): For full-time coordinator and support staff benefits \$1,109.76

UFARS 251 Tax Advantage Employer-Sponsored Health Arrangements (HRA): For support staff benefits \$57.00

UFARS 270 Workers Compensation: For full-time coordinator and support staff benefits \$420.67

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

Narrative 2: \$114,955.10 to support the number one priority identified in the CLNA, and the highest ranking priority identified in the CLNA: Equipment and technology-related professional development to run the equipment.

Narrative 4: \$2,500.00 TSAs identified in the CLNA provides industry standard evidence of learning. TSAs are aligned to our priority fund POS but are offered to all approved POS. All students are required to take the TSA as part of the course objectives. After 3 years of implementation, schools will take over the cost of TSA's if they want to continue with them. The cost is for the license certification for students in the course.

Narrative 8: \$15,000 for support for professional development activities and for CTSO opportunities. This is identified in the CLNA.

## SECONDARY Narrative for Perkins V Application - FY 26

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

NA

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

NA

## SECONDARY Narrative for Perkins V Application - FY 26

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

NA

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

UFARS 140:

\$18,000.00 for funds to support time for professional development

UFARS 303:

\$16,000.00 for CTE career exploration, industry exploration and performance gaps mostly thru transportation funding.

\$1,000.00 for college and career exploration for special populations mostly thru transportation funding and can be supplemented by the above.

\$4,000.00 for professional development to expand WBL access and resources.

\$3,000.00 for professional development and curriculum to implement reading and math strategies into CTE with assistance of service co-ops.

\$921.00 for CTE CreditMN Subscription to house articulation agreements and credits.

\$20,376.03 for equipment in support of program development for health careers, transportation careers, information technology and education programs and other programs

**Central Lakes** FY 26 Basic Funding--Postsecondary: \$197,882.90

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work-Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Postsecondary Perkins Program Coordinator	70% of salary and fringe for consortium governance & program implementation										\$71,408.91	\$71,408.91
<b>Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$71,408.91	\$71,408.91
Equipment	Equipment for Programs of Study		\$109,427.99									\$109,427.99
<b>Equipment</b>	<b>SUBTOTAL</b>	\$0.00	\$109,427.99	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$109,427.99
Career exploration	Outreach, information, and career exploration for Special Populations and Performance Gaps.					\$6,275.00				\$5,000.00		\$11,275.00
CTE CreditMN	CTE CreditMN website subscription							\$921.00				\$921.00
Travel	Travel to Perkins meetings & conferences										\$1,550.00	\$1,550.00
Membership dues	Organizational memberships for up to 5 people.										\$350.00	\$350.00
Assessments, TSAs & CTSOs	FY 26 SkillsUSA competitions for CLC Welding, Diesel, and Automotive students = \$1,950.00.  Industry-recognized certification tests for CLC's Accounting classes = \$1,000.00.				\$2,950.00							\$2,950.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$6,275.00	\$0.00	\$921.00	\$0.00	\$5,000.00	\$1,900.00	\$17,046.00
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>												\$0.00
<b>FY 26 Proposed Budget</b>		<b>\$0.00</b>	<b>\$109,427.99</b>	<b>\$0.00</b>	<b>\$2,950.00</b>	<b>\$6,275.00</b>	<b>\$0.00</b>	<b>\$921.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>	<b>\$73,308.91</b>	<b>\$197,882.90</b>

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

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

Central Lakes

FY 26 Reserve Funding--Postsecondary: \$69,297.03

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Science & Transportation clusters	
College Lab Assistants	Funds to support College Lab Assistants in the CLC Automotive Technology & Marine and Powersports programs.	\$5,445.56		\$5,445.56
<b>Personnel</b>	<b>SUBTOTAL</b>	<b>\$5,445.56</b>	<b>\$0.00</b>	<b>\$5,445.56</b>
Equipment	Equipment to support innovation - electric vehicle for CLC's AUTM program, and Health Science support.		\$43,331.47	\$43,331.47
<b>Equipment</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$43,331.47</b>	<b>\$43,331.47</b>
Outreach	Address Performance Gaps via outreach to increase awareness of, and recruit students into, CTE programs. Develop new, and enhance existing, outreach channels to reach students. Utilize open houses, social media, printed documents and publications, and on-campus events.	\$10,000.00		\$10,000.00
Early Alert Software	Supporting CLC's case management advising model with Power BI report and software support from Saint Paul College. Year three of three for funding.	\$5,000.00		\$5,000.00
Upscale Assessment Software	Supporting CLC's new dental hygiene program and dental assisting program. Year two of three for funding.	\$5,520.00		\$5,520.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	<b>\$20,520.00</b>		<b>\$15,000.00</b>
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>FY 26 Proposed Budget</b>		<b>\$25,965.56</b>	<b>\$43,331.47</b>	<b>\$69,297.03</b>

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

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

## POSTSECONDARY Narrative for Perkins V Application - FY 26

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

Narrative 10 = \$71,408.91. 70% of salary and fringe FY 26 for Lisa M. Hanson, Postsecondary Perkins Program Coordinator. **FY 26 amount is slightly higher than FY 25 amount due to personnel contract increases. The Perkins Grant requires a postsecondary coordinator, so these funds support said position.**

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

Narrative 2 = \$109,427.99 = Equipment for Programs of Study.

Based on FY 26 equipment and technology requests, the postsecondary side of the Central Lakes Perkins Consortium would like to use Basic funds for:

\$30,000.00 = air conditioning trainers for the Diesel Equipment Technician program.

\$5,000.00 = new transmissions, hydraulic cylinders, and hydraulic pumps for the Diesel Equipment Technician program.

\$25,500.00 = Non-Arctic Cat snowmobile shop models for the Marine and Powersports program.

\$40,000.00 = new CNC plasma table for the Welding & Fabrication program.

This leaves approximately \$8,927 for other equipment expenses that may arise during FY 26.

Funding these requests will positively impact student learning and experiences. The equipment will be industry-standard. These programs are identified in the CLNA as having a high number of concentrators at the postsecondary level. The CLNA also indicated that our region is lacking a supply of workers within these fields.

## POSTSECONDARY Narrative for Perkins V Application - FY 26

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

Narrative 1 = Zero dollars. The CLNA will be conducted using Qualtrics. As a Minnesota State employee, there is no fee for Lisa M. Hanson to use this software.

Narrative 4 = \$2,950.00. Industry-recognized certification tests for CLC's Accounting classes = \$1,000.00. CTSO support for SkillsUSA competitions for CLC Welding, Diesel, and Automotive Technology students = \$1,950.00. **These funds will support competition registrations, which the entire class(es) may participate in. Competition registration is NOT the same as student memberships, and, thus, is not individual benefit.**

Narrative 5 = \$6,275.00. Outreach & career exploration events for Special Populations. Funding opportunities include events with CLC Admissions Office, like Girls in Trades (\$2,550). **This event aims to increase Performance Indicator 3P1: Nontraditional Program Enrollment** ; financial support for Spring 2026 CLC Welding students touring businesses (\$2,450.00), and targeted prospective student mailings to promote CTE options, in fall 2026 (\$1,275.00). **The prospective student mailing aligns with Performance Indicator 3S1: Post-Program Placement.**

Narrative 7 = \$921.00. CTE CreditMN website subscription, per email on April 22, 2025. This subscription is required for Articulated College Credits.

Narrative 9 = \$5,000.00. CTE outreach and promotion. Funds may go toward **targeted informational** mailings, social media outreach, program-specific group visits, on-campus events, open houses, etc. **The goal of funding the event is to see increasing numbers in Performance Indicator 3S1: Post-Program Placement.**

Narrative 10 = \$1,900.00. Funds are for traveling to meetings and conferences for the Postsecondary Coordinator (\$1,550.00) and for consortium **organizational memberships** (\$350.00). Required as part of the Perkins grant and these meetings, conferences, and memberships serve as professional development for consortium leadership.

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

N/A

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

Narrative 11 = \$5,445.56. This request is to fund two College Lab Assistants to work for four hours on select Fridays during the 2025-2026 academic year. According to the CLNA responses from postsecondary students, there is a need to have instructors available during non-class times so that students can work on projects and practice their skills. Staffing the labs with College Lab Assistants will allow this to occur. It also creates the opportunity to have high school classes or groups visit on Fridays, which has been expressed as a need. **This funding opportunity aligns with Performance Indicator 1P1: Post-Secondary Retention & Placement, and will positively contribute to Performance Indicator 2P1: Earned Recognized Postsecondary Credential.**

Narrative 11 = \$43,331.47. Equipment for developing CLC's Automotive Technology program to purchase a high voltage vehicle for teaching purposes = \$30,000. The CLC Automotive Technology program is moving forward and meeting employer needs. High Voltage (hybrid and battery electric) vehicles are increasing in sales and have been in repair facilities (both new car dealerships and independent aftermarket repair shops) for many years. Many area employers have had to turn down repairs and diagnostics for these vehicles because there are no trained technicians. In the next program revision, starting in fall 2026, the program will be revised using the most recent (2025) industry standards, via the ASE Education Foundation program accreditation. In the new standards, ASE requires accredited programs to teach basic EV safety, maintenance, and operations. The remaining \$13,331.47 will either be used for other Transportation cluster support or Health Science cluster support.

Narrative 11 = \$10,000.00. **Address Performance Gaps via outreach to increase awareness of, and matriculate students into, CTE programs. Develop new, and enhance existing, outreach channels to reach students. The Perkins Postsecondary Coordinator will collaborate with various stakeholders to plan outreach activities. Outreach activities may include distribution of printed materials and publications, social media posts, open houses, events, professional development, Career Exploration Day, or more.**

Narrative 11 = \$5,000.00. Early Alert software for CLC's case model management advising. FY 26 is year three of three for funding.

Narrative 11 = \$5,520.00. Upscale Assessment software for CLC's dental programs. CLC is launching its new Dental Hygiene program in fall 2025 and this software will aid with assessment. The department also plans to integrate this software with the Dental Assisting program. FY 26 is year two of three for funding.

Consortium Plan: Budget Summary 2025-2026

FY 26 (July 1, 2025 - June 30, 2026)				
Central Lakes				
Budget by Application Narratives				
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 2: Programs of Study	Secondary	\$114,955.10		\$114,955.10
	Postsecondary		\$109,427.99	\$109,427.99
	<b>Total</b>	<b>\$114,955.10</b>	<b>\$109,427.99</b>	<b>\$224,383.09</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 4: Integrated Academic / Technical Skills	Secondary	\$2,500.00		\$2,500.00
	Postsecondary		\$2,950.00	\$2,950.00
	<b>Total</b>	<b>\$2,500.00</b>	<b>\$2,950.00</b>	<b>\$5,450.00</b>
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$6,275.00	\$6,275.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$6,275.00</b>	<b>\$6,275.00</b>
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$921.00	\$921.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$921.00</b>	<b>\$921.00</b>
Narrative 8: Support for Professionals	Secondary	\$15,000.00		\$15,000.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$15,000.00</b>	<b>\$0.00</b>	<b>\$15,000.00</b>
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$5,000.00	\$5,000.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>
Narrative 10: Governance	Secondary	\$140,487.99		\$140,487.99
	Postsecondary		\$73,308.91	\$73,308.91
	<b>Total</b>	<b>\$140,487.99</b>	<b>\$73,308.91</b>	<b>\$213,796.90</b>
Narrative 11: Reserve Funds	Secondary	\$69,297.03		\$69,297.03
	Postsecondary		\$69,297.03	\$69,297.03
	<b>Total</b>	<b>\$69,297.03</b>	<b>\$69,297.03</b>	<b>\$138,594.06</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
FY 26 PLAN TOTALS	Secondary	\$342,240.12		\$342,240.12
	Postsecondary		\$267,179.93	\$267,179.93
	<b>Total</b>	<b>\$342,240.12</b>	<b>\$267,179.93</b>	<b>\$609,420.05</b>

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$272,943.09	\$69,297.03	\$342,240.12
Budget Over/Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$197,882.90	\$69,297.03	\$267,179.93
Budget Over/Short	\$0.00	\$0.00	\$0.00



Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
2023-2024	Realcare Baby Simulation	Neistadt	FACS	Brainerd	\$2,199.00	6306
2023-2024	Auto Humidity for Incubators	Nelson	AFNR	Brainerd	\$52.50	6305
2023-2024	Egg Tray XL	Nelson	AFNR	Brainerd	\$45.15	6304
2023-2024	Universal Egg Tray	Nelson	AFNR	Brainerd	\$53.85	6303
2023-2024	Cabinet Style Incubator w/ Digital Thermometer	Nelson	AFNR	Brainerd	\$889.50	6302
2023-2024	Piranha III Grinder	Brisk	T & I	Brainerd	\$1,537.20	
2023-2024	Realcare Infant Health Trio	Neistadt	FACS	Brainerd	\$2,309.95	6306
2023-2024	Vulcan Electric Convection Oven and Casters	Anderson	FACS	Brainerd	\$7,608.00	6313
2023-2024	Variable Speed Drill Press	Curtis Brisk	T & I	Brainerd	\$4,495.00	6334
2022-2023	Helical Cutterhead	Erickson	T & I	Brainerd	\$5,999.99	
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6239
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6240
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6241
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6242
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6243
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6244
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6245
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6246
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6247
2021-2022	VEX V5 POE Kits Vex V5 system Bundle	Brian Bordwell	T & I	Brainerd		6248
2021-2022	Toungston Grinder	Curtis Brisk	T & I	Brainerd		No Tag
2021-2022	KitchenAid 4.5 Quart Stand Mixers-8	Anderson	FACS	Brainerd	\$3,039.92	6132-6139
2021-2022	KitchenAid 600 Professional Stand Mixers-8	Anderson	FACS	Brainerd	\$4,712.00	
2021-2022	KitchenAid 9 Cup Food Processor-8	Anderson	FACS	Brainerd	\$959.92	6144-6151
2021-2022	KitcehnAid Pasta Rollers-2	Anderson	FACS	Brainerd	\$295.74	6152 & 6153
2020-2021	Maker Space 3D Printers	Brian Bordwell	T & I	Brainerd		6028
2018- 2019	Welding Shop Plasma cutter	Curts Brisk	T & I	Brainerd		5953
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5725
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5726
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5727
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5728
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5729
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5730
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5731
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5732
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5733
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5734
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5735

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5736
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5737
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5738
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5739
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5740
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5741
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5742
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5743
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5744
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5745
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5746
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5747
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5748
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5749
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5750
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5751
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5752
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5753
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5754
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5755
2017-2018	Intel, Core i5,	Landon Brainerd	Business	Brainerd		5756
2015-2016	Flex Lab BHS Briggs and Stratton Engines	Magnus Nelson	AFNR	Brainerd		
2015-2016	CNC Router	Mark Erickson	T & I	Brainerd		5589 & 5590
2013-2015	Mini Arc Welder	Tom Ringhand	T & I	Brainerd	\$430.00	
2013-2014	Mini Arc Welder	Tom Ringhand	T & I	Brainerd	\$430.00	
2013-2014	Mini Arc Welder	Tom Ringhand	T & I	Brainerd	\$430.00	
2013-2014	Millermatic 252 Wirefeed welder	tom Ringhand	T & I	Brainerd	\$1,965.00	
2013-2014	Millermatic 252 Wirefeed welder	tom Ringhand	T & I	Brainerd	\$1,965.00	
2013-2014	Ax-2S Auto Level	Brian Bordwell	T & I	Brainerd	\$695.00	5452
2013-2014	Tripod	Brian Bordwell	T & I	Brainerd	\$150.00	
2012-2013	VEX POE kit	Brian Bordwell	Robotics	Brainerd	\$1,540.00	5353
2012-2013	VEX POE kit	Brian Bordwell	Robotics	Brainerd	\$1,540.00	5354
2012-2013	VEX POE kit	Brian Bordwell	Robotics	Brainerd	\$1,540.00	5355
2012-2013	VEX POE kit	Brian Bordwell	Robotics	Brainerd	\$1,540.00	5356
2012-2013	VEX POE kit	Brian Bordwell	Robotics	Brainerd	\$1,540.00	5357
2012-2013	Hydraulic Metal Bender	Jim Hahn	T & I	Brainerd	\$2,797.20	1619
2012-2013	Die set	Jim Hahn	T & I	Brainerd	\$814.00	
2012-2013	Canon Digital Camera	David Henschke	T & I Comm	Brainerd	\$6,323.84	

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
2012-2013	Thermodynamics Heat Box	Brian Bordwell	Robotics	Brainerd	\$79.27	CP2012
2012-2013	Thermodynamics Heat Box	Brian Bordwell	Robotics	Brainerd	\$79.27	CP2012
2012-2013	Thermodynamics Heat Box	Brian Bordwell	Robotics	Brainerd	\$79.27	CP2012
2011-2012	Miller TIG welders, Dynasty 200 DX	Jim Hahn	T & I	Brainerd	\$3,375.00	
2011-2012	Miller TIG welders, Synchrowave 200 Runner	Jim Hahn	T & I	Brainerd	\$2,115.00	
2011-2012	2 wheel trolley cart for Dynasty 200DX	Jim Hahn	T & I	Brainerd	\$305.00	
2011-2012	Tool Box	Brian Bordwell	Robotics	Brainerd	\$738.20	3518
2011-2012	Plasma Cutter, and software	Jim Hahn	T & I	Brainerd	\$13,879.04	
2011-2012	Miller Dynasty 200 Tig Welder	Hahn	T & I	Brainerd	\$3,375.00	5321
2011-2012	Tool Box - PLTW	Bordwell	T & I	Brainerd	\$738.20	5318
2010-2011	Feeders for fish tanks	Denise Reeser	AFNR	Brainerd	\$242.99	
2010-2011	Feeders for fish tanks	Denise Reeser	AFNR	Brainerd	\$242.99	
2010-2011	heaters for fish tanks	Denise Reeser	AFNR	Brainerd	\$197.00	
2010-2011	heaters for fish tanks	Denise Reeser	AFNR	Brainerd	\$197.00	
2010-2011	WinWay Resyne Deluxe	Theresa Christensen	WBL	Brainerd	\$396.00	
2010-2011	Real Care Baby Am Indian F w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Am Indian F w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Am Indian M w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Hispanic F w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Hispanic F w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Hispanic M w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Hispanic M w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby African Am F w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Japanese M w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Real Care Baby Japanese F w/Assc	Elizabeth Santi	FCS	Brainerd	\$736.00	
2010-2011	Mac Pro	David Henschke	T & I Comm	Brainerd	\$3,469.00	
2010-2011	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$2,999.95	
2010-2011	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$2,999.95	
2010-2011	Tool Boxes	Brian Bordwell	T & I	Brainerd		
2010-2011	Real Care Baby Am Indian F w/Assc	Santi	FACS	Brainerd	\$736	5283
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15381
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15378
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15366
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15384
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15383
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15371
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15373
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15361

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15364
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15362
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	CP2009-10
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15355
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15360
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15358
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15357
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15375
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15353
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15376
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	21109
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15359
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15363
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15368
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15374
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15369
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15356
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15382
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15365
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15370
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15377
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15367
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15372
2009-2010	Mini-Tower intell PC	Brian Bordwell	T & I	Brainerd	\$795.00	15354
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2009-2010	IMAC computers	David Henschke	T & I Comm	Brainerd	\$1,599.00	
2008-2009	HP Elitebook	Brian Bordwell	T & I	Brainerd	\$2,593.00	1381
2008-2009	HP Elitebook	Brian Bordwell	T & I	Brainerd	\$2,593.00	
2008-2009	HP Design jet Printer	Brian Bordwell	T & I	Brainerd	\$1,945.00	15319
2008-2009	HP Design jet Printer	Brian Bordwell	T & I	Brainerd	\$1,945.00	
2008-2009	Real Care Baby II	Elizabeth Santi	FCS	Brainerd	\$715.00	
2008-2009	Real Care Baby II	Elizabeth Santi	FCS	Brainerd	\$715.00	
2008-2009	Real Care Baby II	Elizabeth Santi	FCS	Brainerd	\$715.00	
2008-2009	Real Care Baby II	Elizabeth Santi	FCS	Brainerd	\$715.00	
2008-2009	Real Care Baby II	Elizabeth Santi	FCS	Brainerd	\$715.00	
2008-2009	Projector Wall Mount Bundle	Brian Bordwell	T & I	Brainerd	\$1,059.00	CP-2008-09
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	HP desktop computer(Qty 34)	Rod Reuer	T & I	Brainerd	\$504.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2008-2009	Briggs Small Engines 6Hp	Jim Hahn	T & I	Brainerd	\$150.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	
2007-2008	Canon Video Camera	David Henschke	T & I Comm	Brainerd	\$300.00	

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2007-2008	Apple iMac Computer	David Henschke	T & I Comm	Brainerd	\$2,000.00	
2007-2008	Apple iMac Computer	David Henschke	T & I Comm	Brainerd	\$2,000.00	
2007-2008	Apple iMac Computer	David Henschke	T & I Comm	Brainerd	\$2,000.00	
2007-2008	Jet Mini Lathe	Brian Bordwell	T & I	Brainerd	\$350.00	
2007-2008	Jet Mini Lathe	Brian Bordwell	T & I	Brainerd	\$350.00	CP-2008
2007-2008	Jet Mini Lathe	Brian Bordwell	T & I	Brainerd	\$350.00	CP-2008
2007-2008	Jet Mini Lathe	Brian Bordwell	T & I	Brainerd	\$350.00	CP-2008
2007-2008	Powermatic Lathe	Brian Bordwell	T & I	Brainerd	\$2,000.00	CP-2008
2007-2008	Rotary Overhead Lift	Jim Hahn	T & I Auto	Brainerd	\$4,000.00	
2007-2008	Rotary Overhead Lift	Jim Hahn	T & I Auto	Brainerd	\$4,000.00	
2004-2005	Nussbaum Overhead Lift	Jim Hahn	T & I Auto	Brainerd	\$3,550.00	
2004-2005	Hunter Tire Balancer	Jim Hahn	T & I Auto	Brainerd	\$3,000.00	
5/7/2025	Polymax Bench System w/ Legs	Mathiowetz	AFNR	Wadena-Deer Creek	\$3,035.70	6423-6428
4/15/2025	Tubing Fabrication Equipment	Schaufbach	T & I	Crosby-Ironton	\$1,696.73	6430-6436
4/15/2025	Utility Hydraulic Press	Schaufbach	T & I	Crosby-Ironton	\$1,095.00	6437
4/15/2025	New X-Stick USB RealCare Baby Adapter	Hanson	FCS	Long Prairie-Grey Eagle	\$265.00	6440
4/15/2025	Vernier Go Direct Structures & Materials	Tax	AFNR	Pierz	\$963.00	6439
4/15/2025	Vernier Labquest 3	Tax	AFNR	Pierz	\$388.00	6438
4/15/2025	Sun Ringle Envy 20"-36H Front, Black	Brisk	T & I	Pierz	\$119.98	No Tag
4/15/2025	Hub Assy, Front Fat Lefty Pro	Brisk	T & I	Pierz	\$230.00	No Tag
4/11/2025	2 Multimatic 220 AC/DC Welder	Sandeen	T & I	Brainerd	\$7,554.58	6441, 6442
3/31/2025	Ellis Belt Grinder	Brisk	T & I	Pierz	\$2,160.00	6429
3/10/2025	Wide Belt Sander	Gjerstad	T & I	Long Prairie-Grey Eagle	\$25,055.00	6422
3/6/2025	2 Manikins	Yliniemi-Ahlin	HS	Little Falls	\$4,741.78	6420, 6421
1/7/2025	Cooler and Freezer	Oyster	AFNR	Bertha-Hewitt	\$4,793.00	6374
1/7/2025	Freezer	Oyster	AFNR	Bertha-Hewitt	\$4,497.00	6373
1/1/2025	Edible Ink Printer	Hanson	FCS	Long Prairie-Grey Eagle	\$3,255.00	5122
1/1/2025	5 Cannon EOS R50 Cameras	Knutson	T & I	Pequot Lakes	\$3,745.00	6387-6391
1/1/2025	Vernier Labquest 3; Light Sensor	Tax	AFNR	Pierz	\$917.68	6411, 6412
11/8/2024	MacBook Air Laptop w/ maintenance contract	Novak	WBL	Isle	\$1,132.00	5693
11/8/2024	Mac BookAir Laptop	Novak	WBL	Isle	\$949.00	5579
11/1/2024	Cannon EF 100-400MM Lens	Knutson	T & I	Pequot Lakes	\$2,399.00	6386
11/1/2024	Dramm Water Cart	Gotvald	AFNR	Pierz	\$999.00	5476
10/31/2024	Animal Science Models	DiPaolo	AFNR	Aitkin	\$2,140.39	No Tag
10/1/2024	Viking ADF Black Welding Helmets	Lais	AFNR	Browerville	\$1,999.98	6392-6397
10/1/2024	Mini Computers	McCaughy	AFNR	Henning	\$1,480.00	6398, 6399
9/1/2024	Sperry Smart Multimeters	Tax	AFNR	Pierz	\$346.43	No Tag
9/1/2024	Plasma Table	Brisk	T & I	Pierz	\$8,277.30	6385



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8/1/2024	10 Vernier Optical DO Probe	Arndt	AFNR	Little Falls	\$3,773.30	No Tag
8/1/2024	4 CO2 Gas Sensor	Arndt	AFNR	Little Falls	\$1,160.12	No Tag
8/1/2024	10 Soil Moisture Sensor	Arndt	AFNR	Little Falls	\$1,348.30	No Tag
8/1/2024	10 Tris-Compatiable Flat PH Sensor	Arndt	AFNR	Little Falls	\$1,202.80	No Tag
8/1/2024	10 Data Loggers, etc	Arndt	AFNR	Little Falls	\$3,870.30	6375-6384
6/1/2024	Auto Level, Level Rod	Bordwell	T & I	Brainerd	\$778.75	6401
6/1/2024	2 Blood Pressure Cuffs	Burns	Health	Browerville	\$47.90	6364, 6365
6/1/2024	GERi Manikin	Burns	Health	Browerville	\$2,571.95	6361
6/1/2024	Meat Saw	Lais	AFNR	Browerville	\$899.99	6366
6/1/2024	Thermo Diagnostic Kit	Lais	AFNR	Browerville	\$1,294.00	6362, 6363
6/1/2024	Lathe Tools and Saw Jigs	Lais	AFNR	Browerville	\$943.55	6367
6/1/2024	POS System	Larson	Business	Little Falls	\$3,868.00	6339, 6340
6/1/2024	2 Drill Presses	Bothun	T & I	Long Prairie-Grey Eagle	\$2,998.00	6341, 6342
6/1/2024	Square Wave TIG	Bothun	T & I	Long Prairie-Grey Eagle	\$2,197.74	6368
6/1/2024	Belt Sander, Lathe	Gjerstad	AFNR	Long Prairie-Grey Eagle	\$1,931.55	6343-6348
6/1/2024	Childcare Experience Dolls	Hanson	FCS	Long Prairie-Grey Eagle	\$8,396.50	6358
6/1/2024	Realcare Babies	Hanson	FCS	Long Prairie-Grey Eagle	\$976.63	6402
6/1/2024	Vehicle Lift	Weston	T & I	Menahga	\$4,049.00	6362
6/1/2024	Oxy Welder	Pfieffer	T & I	Pequot Lakes	\$6,494.79	6357
6/1/2024	Plasma Cutter	Pfieffer	T & I	Pequot Lakes	\$23,345.00	6360
6/1/2024	Photo Printer	Knutson	T & I	Pequot Lakes	\$757.99	6369
6/1/2024	3 Canon EF 50mm Cameras	Knutson	T & I	Pequot Lakes	\$1,497.00	6351, 6352, 6353
6/1/2024	3 Canon EF 85mm Cameras	Knutson	T & I	Pequot Lakes	\$1,197.00	6354, 6355, 6356
6/1/2024	Refrigerator	Harsha	FCS	Pequot Lakes	\$2,050.00	6350
6/1/2024	Work Cart	Harsha	FCS	Pequot Lakes	\$794.22	6349
6/1/2024	55T Iron Worker	Oyster	AFNR	Sebeka	\$16,091.02	6372
6/1/2024	Cannon Printer	Jones	Business	Verndale	\$1,815.52	6359
5/17/2024	RealCare Baby- Quantity- 2 with Adapter	Monson	FCS	Aitkin	\$2,498.29	6400
4/2/2024	Sander, Battery Charger, Jig Saw, Cordless Drill	Custer	T & I	Browerville	\$923.86	6404
4/2/2024	Cordless Drills	Lais	AFNR	Browerville	\$920.94	6403
4/2/2024	3 year Virtual Business Entrepreneurship Sim	Larson	Business	Little Falls	\$2,000.00	
4/2/2024	3 3D Printers	Bothun	T & I	Long Prairie-Grey Eagle	\$1,300.00	6406-6408
4/2/2024	Immersion Blender	Hanson	FCS	Long Prairie-Grey Eagle	\$472.98	6329, 6330
4/2/2024	4 Tortilla Press	Hanson	FCS	Long Prairie-Grey Eagle	\$87.48	6324-6328
4/2/2024	Polar Cooling Kit	Hanson	FCS	Long Prairie-Grey Eagle	\$111.98	6322, 6323
4/2/2024	Knife Sharpener	Hanson	FCS	Long Prairie-Grey Eagle	\$179.99	6321
4/2/2024	Galaxy Immersion Water Tank	Hanson	FCS	Long Prairie-Grey Eagle	\$138.49	6320
4/2/2024	4 DeWalt Drills	Bothun	T & I	Long Prairie-Grey Eagle	\$689.89	6317, 6331-6333



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4/2/2024	Sawstop	Weston	T & I	Menahga	\$4,075.00	6361
4/2/2024	Ninja Pro Kitchen System	Etzel	FCS	Onamia	\$219.00	6335
4/2/2024	Welder	Pfieffer	T & I	Pequot Lakes	\$3,772.20	6339
4/2/2024	Welding Gun	Pfieffer	T & I	Pequot Lakes	\$2,631.37	6340
4/2/2024	3 Welders	Gruber	T & I	Pierz	\$11,303.97	6336-6338
4/2/2024	Graphics Printer	Jones	Business	Verndale	\$631.00	6405
2/20/2024	6 Wall Control Workbench	DiPaolo	AFNR	Aitkin	\$1,608.00	6278-6283
2/20/2024	6 Engine Stands	DiPaolo	AFNR	Aitkin	\$475.12	6272-6277
2/20/2024	4 Cutting Torches	DiPaolo	AFNR	Aitkin	\$519.96	6268-6271
2/20/2024	4 Regulator Kits	DiPaolo	AFNR	Aitkin	\$343.36	6264-6267
2/20/2024	Plasma Torch	DiPaolo	AFNR	Aitkin	\$631.05	6263
2/20/2024	2 Tool Organizers	DiPaolo	AFNR	Aitkin	\$179.18	6261, 6262
2/20/2024	8 Diesel Engines	DiPaolo	AFNR	Aitkin	\$943.92	6253-6260
2/20/2024	2 Consew Serger Sewing Machines	Etzel	FCS	Onamia	\$999.00	5619/5620
2/12/2024	Multimatic Welder	Reiffer	T & I	Swanville	\$3,767.97	6296
2/12/2024	CNC Router	Reiffer	T & I	Swanville	\$24,900.00	6295
2/9/2024	Battery Analyzer	Schwinn	T & I	Little Falls	\$2,106.99	5694
1/17/2024	Fuel Injection Kit	Schwinn	T & I	Little Falls	\$450.00	6301
1/17/2024	Relay Tester	Schwinn	T & I	Little Falls	\$92.11	6300
1/17/2024	Power Unity	Schwinn	T & I	Little Falls	\$195.99	6299
1/17/2024	Bead Seating Tool	Schwinn	T & I	Little Falls	\$344.95	6298
1/17/2024	Support Bar	Schwinn	T & I	Little Falls	\$138.00	6297
12/28/2023	Rotary Cutter Engraver Attachment	Skaaland	AFNR	Pequot Lakes	\$274.99	6319
12/28/2023	Laser Engraver	Skaaland	AFNR	Pequot Lakes	\$8,099.99	6318
12/20/2023	Freezer	Lais	AFNR	Browerville	\$2,503.01	6314
12/20/2023	Refrigerator	Lais	AFNR	Browerville	\$2,132.72	6315
12/20/2023	Orbit Sander	Custer	T & I	Browerville	\$369.10	6316
12/4/2023	3 Desktop Monitors	Jones	Business	Verndale	\$432.00	6292-6294
12/4/2023	6 Business Desktop Computers	Jones	Business	Verndale	\$9,588.00	6286-6291
11/14/2023	4 Microscopes	Tax	AFNR	Pierz	\$1,852.00	6309-6312
10/10/2023	Spindale Sander	Moore	T & I	Verndale	\$2,250.00	6284 or 6285
9/30/2023	2010 Motor Kit	Schwinn	T & I	Little Falls	\$879.20	6308
9/21/2023	Sheet Metal Shear	Oyster	AFNR	Sebeka	\$3,261.50	6307
8/22/2023	Motorized Sausage Stuffer	Lais	AFNR	Browerville	\$999.00	
5/1/2023	Accur Shear 62508 Hydraulic Shear	Gruber	T & I	Pierz	\$65,640.00	
5/1/2023	Greenhouse Benches	Schleper	Ag	Pillager	\$13,700.00	
5/1/2023	Jet JPW 15BHH 15 Inch Stationary Helical Head Planer 230v	Smith	T& I	Sebeka	\$3,399.00	
5/1/2023	Spoolmate 150 Spoolgun 20ft	Schleper	AFNR	Upsala	\$640.58	

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3/30/2023	Welder, Multimatic 220	Schleper	AFNR	Upsala	\$4,186.63	
3/8/2023	Grizzly Industrial 5HP Pro Spiral Cutterhead Planer	Skaaland	AFNR	Pequot Lakes	\$9,010.00	
3/6/2023	3D Printer	Nagel	T & I	Little Falls	\$20,890.00	
3/1/2023	Welding Helmets	Oyster	AFNR	Bertha-Hewitt	\$1,972.86	
3/1/2023	Macbook Pro and printer/scanner	Gjerstad	T & I	Long Paririe-Grey Eagle	\$999.00	
3/1/2023	2 3D Printers	Skaaland	AFNR	Pequot Lakes	\$2,598.00	
12/13/2022	Shop Pro Cutting Machine	Reiffer	T & I	Swanville	\$24,500.00	6120
11/22/2022	Compound Miter Saw and Saw Stand with Wheels	Bothun	T & I	Long Paririe-Grey Eagle	\$878.00	
8/22/2022	Commercial 420W Electric Meat Slicer	Lais	AFNR	Browerville	\$671.99	
5/3/2022	QTY 3; ATECO FRENCH ROLLING PIN	Weishalla	AFNR	Bertha-Hewitt	\$11.34	
5/3/2022	QTY 3; CHOICE STAINLESS STEEL MIXING BOWLS	Weishalla	FACS	Bertha-Hewitt	\$62.97	
5/3/2022	QTY 3; GARDE LARGE HANDHELD CAN OPENER	Weishalla	FACS	Bertha-Hewitt	\$22.77	
5/3/2022	QTY 3; ACOPA STAINLESS STEEL LADLE	Weishalla	FACS	Bertha-Hewitt	\$21.87	
5/3/2022	SPOON CASE	Weishalla	FACS	Bertha-Hewitt	\$12.77	
5/3/2022	FORK CASE	Weishalla	FACS	Bertha-Hewitt	\$15.14	
5/3/2022	KNIFE CASE	Weishalla	FACS	Bertha-Hewitt	\$21.07	
5/3/2022	OXO GARLIC PRESS	Weishalla	FACS	Bertha-Hewitt	\$18.99	
5/3/2022	OXO GARLIC PRESS	Weishalla	FACS	Bertha-Hewitt	\$44.97	
5/3/2022	QTY 3; CHOICE STAINLESS STEEL SHAVER	Weishalla	FACS	Bertha-Hewitt	\$11.97	
5/3/2022	SPRINGFORM CAKE PAN	Weishalla	FACS	Bertha-Hewitt	\$29.97	
5/3/2022	MERCER CULINARY GRATER	Weishalla	FACS	Bertha-Hewitt	\$17.49	
5/3/2022	CHEF MASTER MEAT TENDERIZER	Weishalla	FACS	Bertha-Hewitt	\$50.01	
5/3/2022	EMS TRAUMA BAG, PURPLE	Weishalla	FACS	Bertha-Hewitt	\$129.99	
5/3/2022	EMS TRAUMA BAG, ORANGE	Weishalla	FACS	Bertha-Hewitt	\$129.99	
5/3/2022	ANATOMY LABE IV PRACTICE TRAINING KIT	Weishalla	FACS	Bertha-Hewitt	\$144.99	
5/3/2022	STETHOSCOPE	Weishalla	FACS	Bertha-Hewitt	\$527.28	
5/3/2022	BLOOD OXYGEN MONITOR	Weishalla	FACS	Bertha-Hewitt	\$101.94	
5/3/2022	KITS	Weishalla	FACS	Bertha-Hewitt	\$50.00	
5/3/2022	SUPPLIES	Weishalla	FACS	Bertha-Hewitt	\$129.99	
5/3/2022	QTY 3; PRESTIGE REFLEX HAMMER	Weishalla	FACS	Bertha-Hewitt	\$26.40	
5/3/2022	QTY 25; CHOICE WHITE APRON	Weishalla	FACS	Bertha-Hewitt	\$54.75	
5/3/2022	BLENDER	Weishalla	FACS	Bertha-Hewitt	\$279.98	
5/3/2022	COUNTERTOP INDUCTION RANGE	Weishalla	FACS	Bertha-Hewitt	\$1,278.93	
5/3/2022	QTY 4; D35MERCER CULINARY STARTER SET	Weishalla	FACS	Bertha-Hewitt	\$279.96	
5/3/2022	PAN SET	Weishalla	FACS	Bertha-Hewitt	\$269.97	
5/3/2022	COOKWARE	Weishalla	FACS	Bertha-Hewitt	\$583.47	

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5/3/2022	TABLE	Weishalla	FACS	Bertha-Hewitt	\$1,533.92	
5/3/2022	THERMOMETER	Weishalla	FACS	Bertha-Hewitt	\$61.26	
5/3/2022	KITCHENAID ARTISAN MIXER	Weishalla	FACS	Bertha-Hewitt	\$442.85	
5/3/2022	FUNDAMENTALS	Weishalla	FACS	Bertha-Hewitt	\$299.85	
4/4/2022	10" Saw stop	Sandeen	T & I	Pine River-Backus	\$4,253.00	6179
2/28/2022	12 Totes and tubs storage	Heimark	AFNR	Aitkin	\$1,268.04	6167-6178
2/28/2022	3- Work Benches & tops	Heimark	AFNR	Aitkin	\$5,379.54	6163-6166
2/28/2022	ROLLING CABINET	Oyster	AFNR	Bertha-Hewitt	\$91.88	
2/28/2022	BOX	Oyster	AFNR	Bertha-Hewitt	\$258.00	
2/28/2022	BOX	Oyster	AFNR	Bertha-Hewitt	\$1,300.63	
2/28/2022	FOR ROLLING CABINET	Oyster	AFNR	Bertha-Hewitt	\$91.88	
2/28/2022	ROLLING CABINET	Oyster	AFNR	Bertha-Hewitt	\$45.94	
2/28/2022	Machine Miller TIG Welder	Ness/Westorn	AFNR	Menahga	\$3,485.00	6126
2/7/2022	Grizzly Metal Cutting Bandsaw	Ness/Westorn	AFNR	Menahga	\$1,394.00	6127
1/11/2022	Hedge Trimmer, Bravo edger	Tax	AFNR	Pierz	\$2,267.06	6121, 6122
1/10/2022	8 Work Benches & tops	Heimark	AFNR	Aitkin	\$9,135.00	6154-6162
12/6/2021	Band Saw	Lais	AFNR	Browerville	\$3,291.48	6119
11/27/2021	Bandsaw	Rossum	T & I	Pierz	\$1,399.99	6125
10/29/2021	3- Ladders	Smith	T& I	Sebeka	\$609.97	6116, 6117, 6118
10/25/2021	2 Canon Rebel cameras	Tetrick	Business	Aitkin	\$990.00	6112, 6113
10/15/2021	2-Manual Ironworkers	Gruber	T & I	Pierz	\$1,659.96	6123, 6124
9/25/2021	2-Tiered Growing Benches	Berlin	AFNR	Little Falls	\$1,230.00	5935-5936
9/13/2021	Canon 563	Sandeen	T & I	Pine River-Backus	\$690.00	6111
6/14/2021	Time Saver Sander	Alt	T & I	Pequot Lakes	\$19,400.00	6110
5/3/2021	Roland Print and Cut	Smith	T & I	Sebeka	\$10,000.00	6114, 6115
4/19/2021	Vinyl Cutter and Printer	Kaluza	Business	Little Falls	\$15,541.71	6109
4/13/2021	Welding helmet safety shields	Gruber	T & I	Pierz	\$266.00	6095- 6099
4/1/2021	Greenhouse Irrigation	Berlin	AFNR	Little Falls	\$800.92	6092
4/1/2021	2 - Laptop computers	Kaluza	Business	Little Falls	\$999.98	6090, 6091
3/31/2021	North Star Compactor	Tax	AFNR	Pierz	\$979.99	6093
3/25/2021	Cricut Machine	Stuckmayer	Business	Pierz	\$285.67	6089
3/25/2021	7-Premium Knife sets	Strohmeier	FCS	Pierz	\$494.22	6082- 6088
3/25/2021	Grinder/Vise/reciprocating saw	Gruber	T & I	Pierz	\$747.92	6079, 6080, 6081
3/25/2021	Jobsite Table Saw	Rossum	T & I	Pierz	\$999.00	6078
3/25/2021	Gardeners Supply	Schleper	Business	Pillager	\$659.00	6094
3/9/2021	CNC Router	Moore	T & I	Verndale	\$6,383.00	6077
3/8/2021	Wazer CNC Water Jet System	Gjerstad	AFNR	Long Prairie-Grey Eagle	\$8,000.00	6072
3/6/2021	racheting wrench, clamps	Schleper	AFNR	Upsala	\$996.77	6100-6107

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3/5/2021	Grizzly Pan and Box Brake	Barthel	T & I	Bertha-Hewitt	\$2,664.00	6076
3/5/2021	3-Everlast Power welder	Barthel	T & I	Bertha-Hewitt	\$3,330.00	6073, 6074
3/4/2021	3-Woodturning tools	Weston	T & I	Menahga	\$395.87	6069, 6070, 6071
3/4/2021	2-Barracuda Wood Lathe Key Chuck	Weston	T & I	Menahga	\$399.90	6067, 6068
3/4/2021	Grooving Tool	Weston	T & I	Menahga	\$129.99	6066
3/3/2021	GRIZZLY G0540 48 IN PAN AND BOX BRAKE	Weishalla	AFNR	Bertha-Hewitt	\$2,664.00	
3/3/2021	QTY 3; EVERLAST POWER WELDER	Weishalla	AFNR	Bertha-Hewitt	\$3,330.00	
3/2/2021	4-Avantco IC 1800 CT Induction Cooker	Hanson	FCS	Long Prairie-Grey Eagle	\$468.48	6062-6065
2/19/2021	Rod vise/Deck Bridge/Dial Indicator/square	Shrode	T & I	Wadena-Deer Creek	\$574.05	6058- 6061
2/19/2021	Honing Machine	Shrode	T & I	Wadena-Deer Creek	\$5,500.00	6057
2/18/2021	Makita Orbial Sander	Lais	AFNR	Browerville	\$445.00	6051- 6055
2/18/2021	Dewalt Battery Pack	Lais	AFNR	Browerville	\$379.00	6050
2/18/2021	Adult Infant CPR Manikin	Lais	Health	Browerville	\$384.95	6049
2/18/2021	Brake & Bar Shear	Lais	AFNR	Browerville	\$913.78	6047, 6048
2/18/2021	Plasma Cutting Table	Ness	AFNR	Menahga	\$13,000.00	6056
2/1/2021	Drill Press & Vice	Reiffer	T & I	Swanville	\$3,495.00	6046
2/1/2021	Bandsaw	Reiffer	T & I	Swanville	\$3,195.00	6045
2/1/2021	Baliegh Foot Stomp Shear	Reiffer	T & I	Swanville	\$2,200.00	6044
2/1/2021	Grizzly Pan and Box Brake	Reiffer	T & I	Swanville	\$2,830.00	6043
2/1/2021	Grizzly Bowl Turning Lathe	Reiffer	T & I	Swanville	\$3,700.00	6042
2/1/2021	Belt Sander	Reiffer	T & I	Swanville	\$1,394.11	6041
2/1/2021	Grizzly Spindle Sander	Reiffer	T & I	Swanville	\$1,149.99	6040
1/31/2021	Blodgett CTB Convection Oven	Bast	FCS	Aitkin	\$7,566.98	6039
1/31/2021	Bamboo Magnetic Board & Knife set	Bast	FCS	Aitkin	\$621.99	6038
1/31/2021	2- Canon Cameras	Sorby	Business	Aitkin	\$978.00	6036, 6037
1/31/2021	Welding Booths	Heimark	AFNR	Aitkin	\$6,739.40	6030-6035
1/19/2021	Versa laser	Muckala	AFNR	Wadena-Deer Creek	\$19,839.61	6029
1/18/2021	7-Garmin GPS	Ness	AFNR	Menahga	\$1,199.17	6021- 6027
12/23/2020	Shop Sabre Sidekick Plasma table	Hill	T & I	Henning	\$17,045.00	6019
12/21/2020	Empathy Belly Teen version	Hanson	FCS	Long Prairie-Grey Eagle	\$827.00	6020
12/11/2020	License for ICEV Curriculum	Sheley	FCS	Pine River-Backus	\$1,200.00	
11/16/2020	Snapmaker 3D Printer	Hutchison	Business	Pillager	\$953.99	6018
11/5/2020	Epilog Mini Engraver	Bothun	T & I	Long Prairie-Grey Eagle	\$15,890.25	6017
10/30/2020	Powermatic Short Bed Lathe	Rossum	T & I	Pierz	\$3,144.99	6016
9/30/2020	Klutch Metal Cutting Band Saw	Gruber	T & I	Pierz	\$1,881.95	6015
9/25/2020	Ready Tot Drug Electric Box & Control	Hanson	FCS	Long Prairie-Grey Eagle	\$996.95	6014
9/25/2020	12-Culinary Knife sets	Hanson	FCS	Long Prairie-Grey Eagle	\$693.00	6002-6013
9/25/2020	6-Model IV Knife sets	Hanson	FCS	Long Prairie-Grey Eagle	\$175.00	5996- 6001

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
9/21/2020	Scaffolding	Smith	T & I	Sebeka	\$2,081.55	5986
9/9/2020	Microwave Oven grill	Hanson	FCS	Long Prairie-Grey Eagle	\$1,779.70	5995
9/9/2020	Culinary Cooking Pans and utensil	Hanson	FCS	Long Prairie-Grey Eagle	\$1,413.67	5994
9/9/2020	Dishwasher	Hanson	FCS	Long Prairie-Grey Eagle	\$1,010.64	5993
9/9/2020	6-GPS Pro	Oyster	AFNR	Sebeka	\$1,499.94	5987- 5992
8/28/2020	GoDee Printer & Keyboard	Tax	AFNR	Pierz	\$688.10	5985
6/15/2020	4-McGowan Welders	Kohl	T & I	Onamia	\$9,920.00	5980- 5983
6/11/2020	Arcpro 4800 CNC Plasma system	Schleper	AFNR	Upsala	\$19,830.00	5979
6/10/2020	Steel bin catcher	Lais	AFNR	Browerville	\$832.00	5984
5/18/2020	48" X 42" MICRO LASER SYSTEM	Barthel	T & I	Bertha-Hewitt	\$25,000.00	
5/13/2020	48"x24" Laser System	Barthel	T & I	Bertha-Hewitt	\$24,999.00	5978
5/6/2020	Versa Link color printer	Sandeen	T & I	Pine River-Backus	\$1,605.08	5973
4/27/2020	Laguna Edge Sander	Hill	T & I	Henning	\$999.99	5972
4/14/2020	Mimic Social Stimulation Technology	Kaluza	Business	Little Falls	\$2,850.00	5971
4/14/2020	HP Envy Laptop	Kaluza	Business	Little Falls	\$719.00	5970
4/14/2020	HP Envy Laptop	Kaluza	Business	Little Falls	\$719.99	5969
4/14/2020	Pocket Hole Machine	Bothun	T & I	Long Prairie-Grey Eagle	\$449.00	5968
4/14/2020	Kitchenaid Mixer	Hanson	FACS	Long Prairie-Grey Eagle	\$324.69	5967
4/14/2020	3-D Printer	Bothun	T & I	Long Prairie-Grey Eagle	\$2,499.00	5966
4/6/2020	6-Scaffolds	Shrode	Trade Ind	Wadena-Deer Creek	\$2,886.00	5959-5965
4/6/2020	Vertical Bandsaw	Muckala	Ag	Wadena-Deer Creek	\$6,595.00	5958
4/2/2020	Multi cutter saw	Alt	T & I	Pequot Lakes	\$533.74	5957
3/23/2020	Welder	Schwinn	T & I	Little Falls	\$755.57	5956
3/18/2020	Laser Cutter Tools	Schleper	AFNR	Upsala	\$999.00	5955
2/21/2020	Tool Bench	Menahga	T & I	Menahga	\$848.00	5954
1/5/2020	PLTW Laser Engraver	Schleper	AFNR	Upsala	\$15,000.00	5952
12/5/2019	Shaper	Bothun	T & I	Long Prairie-Grey Eagle	\$1,650.00	5951
11/30/2019	Lettuce System	Heimark	AFNR	Aitkin	\$863.00	5950
10/18/2019	Affinity 3-D printer	Hill	T & I	Henning	\$2,124.00	5939
10/18/2019	38" Sander	Hill	T & I	Henning	\$3,848.00	5938
10/18/2019	3-Multi Matic Welders	Reiffer	T & I	Swanville	\$8,997.00	5943-5945
10/18/2019	Grizzly Wood Lathe	Reiffer	T & I	Swanville	\$4,730.00	5942
10/18/2019	2-Grizzly Band Saw	Reiffer	T & I	Swanville	\$2,600.00	5940-5941
10/2/2019	Touch Screen laptop	Kaluza	Business	Little Falls	\$600.00	5937
9/25/2019	Tiered Growing Bench	Berlin	AFNR	Little Falls	\$819.00	5934
9/8/2019	2-Contractors Kits	Oyster	AFNR	Sebeka	\$1,407.54	5948-5949
9/8/2019	2-Miller Dynasty Welders	Oyster	AFNR	Sebeka	\$6,938.12	5946-5947
9/6/2019	3-Welding Helmets	Gruber	T & I	Pierz	\$720.00	5931-5933

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8/30/2019	MacBook Air Laptop	Stuckmayer	Bus Ed	Pierz	\$849.00	5930
6/12/2019	Welders	Ness	AFNR	Menahga	\$5,000.00	5925-5929
6/11/2019	Lofted Barn	Pauly	AFNR	Bertha-Hewitt	\$3,774.12	5924
5/28/2019	Drill Set	Oyster	AFNR	Sebeka	\$999.00	5923
4/30/2019	2-Machine Stands	Shrode	Ind Tech	Wadena-Deer Creek	\$992.00	5921, 5922
4/25/2019	Dell Optiflex Computers (refurbished)	Kaluza	Business	Little Falls	\$11,684.00	5895- 5919
4/23/2019	Power Mig 256	Schleper	AFNR	Upsala	\$2,498.00	5920
4/2/2019	Sand Blasting Cabinet	Gjerstad	AFNR	Long Paririe-Grey Eagle	\$1,459.00	5894
3/27/2019	Air Filtration System	Shrode	Ind Tech	Wadena-Deer Creek	\$1,295.98	5889
2/21/2019	4-Metal Work Benches	Lindgren	AFNR	Staples-Motley	\$4,400.00	5881- 5884
1/29/2019	Dewalt Drill and Power Pak	Bothun	T & I	Long Prairie-Grey Eagle	\$771.21	5880
1/18/2019	Briggs Stratton Engine	Tax	AFNR	Pierz	\$390.00	5879
1/18/2019	Precision Seeder	Tax	AFNR	Pierz	\$155.65	5878
1/18/2019	Drone	Tax	AFNR	Pierz	\$393.99	5877
1/16/2019	Food Storage Shelving	Bast	FACS	Aitkin	\$602.07	5875
12/19/2018	Food Warmer	Bast	FACS	Aitkin	\$234.34	5876
12/11/2018	Powermatic Lathe	Gruber	T & I	Pierz	\$3,579.99	5870
11/19/2018	Brooder House	Lais	AFNR	Browerville	\$652.00	5869
11/17/2018	Vise Milling w/Lockdown	Gruber	T & I	Pierz	\$269.26	5863
11/17/2018	Round Collett Set and Soft Jaws	Gruber	T & I	Pierz	\$202.64	5862
11/2/2018	Serv Safe Cart	Bast	FACS	Aitkin	\$500.00	5866
10/15/2018	2-Real Care Baby and 1 Charger	Wise	FACS	Pillager	\$2,647.00	5890, 5891, 5892
10/15/2018	2-Real Care Baby and 1 Charger	Winkels	FACS	Wadena-Deer Creek	\$2,647.00	5890, 5891, 5892
9/25/2018	20T Hyd Shop Press	Robinson	T & I	Staples-Motley	\$429.99	5864
9/12/2018	Parts Washer and Kit	Shrode	Ind Tech	Wadena-Deer Creek	\$7,898.00	5893
9/7/2018	2-Belt Sanders	Reiffer	T & I	Swanville	\$379.88	5887, 5888
9/7/2018	Powermatic Planer & Cutter Head	Reiffer	T & I	Swanville	\$5,100.00	5886
9/7/2018	Powermatic Jointer	Reiffer	T & I	Swanville	\$2,399.99	5885
9/5/2018	Square POS Cash Register System	Bast	FACS	Aitkin	\$661.00	5865
8/27/2018	41" 11 Drawer Cart	Schleper	AFNR	Upsala	\$829.95	5860
8/27/2018	Power MIG 210 MP	Schleper	AFNR	Upsala	\$1,312.84	5859
8/27/2018	SqWaye TIG	Schleper	AFNR	Upsala	\$1,519.26	5858
8/21/2018	4 Mini Metal Lathes	Alt	T & I	Pequot Lakes	\$1,999.96	5871-5874
8/21/2018	110V Gear Driven Mill	Gruber	T & I	Pierz	\$3,048.04	5861
8/20/2018	HP Color Laser JetPro	Hutchison	Business	Pillager	\$457.45	5868
8/20/2018	Dell 3590 computer	Hutchison	Business	Pillager	\$746.56	5867
4/30/2018	3/8" Installation Kit	Schwin	T & I	Little Falls	\$1,140.08	5834
4/30/2018	Ironite Crack Detector	Schwin	T & I	Little Falls	\$1,096.84	5833

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
4/30/2018	Grizzly Mini Lathe	Alt	T & I	Pequot Lakes	\$644.00	5837
4/30/2018	Pipe Bender	Alt	T & I	Pequot Lakes	\$2,599.99	5836
4/30/2018	Vevor Ultra sound cleaner	Alt	T & I	Pequot Lakes	\$124.16	5835
4/23/2018	Quicken Starter Edition	Jones	Business	Verndale	\$746.25	5832
4/23/2018	Pinnacle Studio 21	Jones	Business	Verndale	\$1,150.25	5831
4/9/2018	Business Card Heat transfer press	Bergem	Business	Pine River-Backus	\$315.00	5827
4/9/2018	Dust Collector	Shrode	T & I	Wadena-Deer Creek	\$999.99	5828
4/5/2018	Valcan MigMax 215 Welder	Hill	AFNR	Henning	\$705.43	5830
4/5/2018	HP Laptop	Hepola	Business	Henning	\$632.44	5829
4/2/2018	Incubator	Lais	AFNR	Browerville	\$837.15	5826
3/27/2018	3-Singer 4411 Sewing Machines (2 of 3 remain)	Fortney	FCS	Onamia	\$486.54	5823-5825
3/27/2018	RealCare Shaken Baby	Fortney	FCS	Onamia	\$779.00	5822
3/19/2018	Epson Perfection Photo Scanner	Hutchison	Business	Pillager	\$190.89	5821
3/19/2018	Chroma Pop Studio and stand	Jones	Business	Verndale	\$529.90	5820
2/28/2018	Skat Cat 40 Cab	Larson	AFNR	Aitkin	\$999.99	5819
2/28/2018	15 ServSafe Manager Books	Bast	FACS	Aitkin	\$786.20	Book Labels
2/28/2018	Canon EOS Rebel T6 Digital	Larson	Business	Aitkin	\$498.00	5818
2/22/2018	Sabre Series Cutter	Bergem	Business	Pine River-Backus	\$1,048.50	5817
2/13/2018	Plant and Display Benches	Schleper	AFNR	Upsala	\$999.99	5813- 5816
12/29/2017	Connecting Rod Heater	Schwin	T & I	Little Falls	\$1,096.84	5801
12/22/2017	SG Sawgrass Printer Kit	Hutchison	Business	Pillager	\$1,499.99	5800
12/12/2017	Star Lab Plasma Cutter	Oyster	AFNR	Sebeka	\$10,000.00	5802
10/27/2017	Laser Engraver	Bauck	T & I	Bertha-Hewitt	\$8,000.00	5799
10/26/2017	Heat Transfer Press	Larson	Business	Aitkin	\$1,381.99	5798
10/12/2017	Dewalt Tool Sets	Gruber	T & I	Pierz	\$759.96	5794-5797
9/25/2017	CTC Wheel Balancer	Schwin	T & I	Little Falls	\$3,249.00	5793
9/15/2017	Sunnen Setting Fixture	Shrode	T & I	Wadena-Deer Creek	\$1,871.89	5810
9/15/2017	Sunnen dial bore Guage	Shrode	T & I	Wadena-Deer Creek	\$1,069.95	5811
8/16/2017	Quilting Machine	Winkels	FACS	Wadena-Deer Creek	\$6,800.00	5812
8/1/2017	30 HP Elite Book 840	Olander	Business	Browerville	\$8,970.00	5791
8/1/2017	Banner Pro System	Bergem	Business	Pine River-Backus	\$1,480.85	5792
6/29/2017	Grizzly Jointer	Hill	AFNR	Henning	\$884.00	5645
6/29/2017	Cutmaster 52, 20' SL60	Schleper	AFNR	Upsala	\$1,512.47	5648
6/28/2017	Edwards Iron Worker	Muckala	Ag	Wadena-Deer Creek	\$10,911.11	5644
6/27/2017	Tomahawk Plasma Cutter	Larson	AFNR	Aitkin	\$2,298.85	5646
6/27/2017	Stainless Steel Countertop Fryer	Bast	FACS	Aitkin	\$953.20	5637
6/27/2017	Ultra Sonic Cleaner	Schwin	T & I	Little Falls	\$477.00	5641
6/27/2017	Lincoln TIG Welder	Gjerstad	AFNR	Long Prairie-Grey Eagle	\$2,699.00	5640



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6/27/2017	Dell Inspiron 7000	J Rach	T & I	Menahga	\$987.04	5658
6/27/2017	Ovation 28 incubator	Ness	AFNR	Menahga	\$749.99	5659
6/22/2017	ProStart Curriculum	Sheley	FACS	Pine River-Backus	\$1,681.69	Book Labels
6/22/2017	Child Development Textbooks	Aeling	FACS	Verndale	\$1,152.00	Book Labels
6/22/2017	Orbital Sander	Moore	T & I	Verndale	\$198.00	5639
6/22/2017	Rail Set	Moore	T & I	Verndale	\$176.00	5638
6/21/2017	Electro Micro Polisher	Schwin	T & I	Little Falls	\$875.00	5643
6/19/2017	Power MIG Welder/Helment	Schwin	T & I	Little Falls	\$753.12	5642 & 5654
6/19/2017	Welding Helmet	Larson	AFNR	Pierz	\$253.94	5653
6/16/2017	GeoKnight Stand	Sheley	Business	Pine River-Backus	\$352.20	5636
6/14/2017	Canon EOS Rebel Camera & Lens	Larson	Business	Aitkin	\$656.83	5647
6/14/2017	Welding Helmets	Lais	AFNR	Browerville	\$999.96	5656
6/14/2017	Hydrocycle	Gruber	AFNR	Pierz	\$783.95	5635
6/14/2017	Give Em the Pickle DVD series	Hutchison	Business	Pillager	\$805.50	5651
6/14/2017	Explore Air 2 Cricut Machine	Hutchison	Business	Pillager	\$357.07	5650
5/26/2017	Valve Sprint Tester/HD Bnch Top Spring	Larson	AFNR	Aitkin	\$238.79	5629
12/29/2016	Roland SG540 Large Fromat Printer	Sheley	Business	Pine River-Backus	\$3,000.00	5605
11/4/2016	Segawe Digital Transfer Heat Press	Hutchison	Business	Pillager	\$227.99	5625
11/4/2016	Luxor Adjustable Ht Utility Cart	Hutchison	Business	Pillager	\$191.86	5626
10/29/2016	Viking 4C 3350 Helmet	Lais	AFNR	Browerville	\$866.68	5617
10/26/2016	Millermatic Welder # 141	Lais	AFNR	Browerville	\$1,383.39	5618
10/20/2016	Variable Speed Scrollups	Bothun	T & I	Long Prairie-Grey Eagle	\$504.39	5606
10/18/2016	Heavy Duty 3/8 SR Rightups	Bothun	T & I	Long Prairie-Grey Eagle	\$166.44	5607
10/18/2016	Dell Latitude Computer	Gjerstad	AFNR	Long Prairie-Grey Eagle	\$1,133.67	5628
10/18/2016	G 1035 Shaper	Moore	AFNR	Verndale	\$674.00	5624
10/18/2016	Stile & Rail Set	Moore	AFNR	Verndale	\$299.50	5623
10/6/2016	Starret 1202	Robinson	T & I	Staples-Motley	\$93.60	No Tags
9/30/2016	Baileigh Tube Notcher	Larson	AFNR	Aitkin	\$630.00	5616
9/28/2016	Heavy Duty Ring Roll Pipe Bender	Gruber	AFNR	Pierz	\$2,995.00	5803
9/27/2016	Plasma Cam Design Edge Software	Larson	AFNR	Aitkin	\$1,996.00	5627
9/26/2016	3 - Door commercial refrigerator	D Ploof	AFNR	Little Falls	\$3,299.00	5804
9/15/2016	Precision TIG 225 Ready Pak w/cart	Schleper	AFNR	Upsala	\$1,195.00	5610
9/9/2016	CNC Shark Router & Hdware	Skaaland	AFNR	Pequot Lakes	\$3,247.99	5630
9/6/2016	MacBook Air Laptop w/ maintenance contract	Novak	WBL	Isle	\$1,132.00	5693
8/25/2016	Wilton 5 1/2 Tradesman Swivel Vise	D Ploof	AFNR	Little Falls	\$1,407.00	5632- 5634
8/25/2016	Aquarium	D Ploof	AFNR	Little Falls	\$169.99	5622
8/3/2016	15" Planer W Spiral Cutterhead	Hill	T & I	Henning	\$2,095.00	5608
8/3/2016	GS-24 Roland Vinyl Sign Cutting	Sheley	Business	Pine River-Backus	\$2,279.20	5611



Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
8/3/2016	Punch N'Press Base/Assy/Cutting	Sheley	Business	Pine River-Backus	\$325.00	5612
7/18/2016	K12 III MS Office 2016	Olander	Business	Browerville	\$1,650.00	5695- 5724
6/22/2016	Embroidery Machine	Bast	FACS	Aitkin	\$4,995.00	5843
5/26/2016	3 Ton Floorjack	Larson	AFNR	Aitkin	\$99.95	5631
4/7/2016	Thermal Dynamic Plasma Cutter	Ness	AFNR	Menahga	\$1,195.00	5609
3/31/2016	Lotos 50 AmpDual Volt Plasma w/conterter	Hill	T & I	Henning	\$436.50	5605
3/24/2016	Vitamix 5200 Super	Sheley	FACS	Pine River-Backus	\$499.00	5595
1/6/2016	4 x 4 Cutting System	Larson	AFNR	Aitkin	\$10,280.00	5582
11/30/2015	Central McGowan, 5 pressure gas cylinders	Lais	AFNR	Browerville	\$4,615.00	5607-5611
11/17/2015	DeWalt, DCK 255 Heavy Duty Hammer Drill	Bothun	T & I	Long Prairie-Grey Eagle	\$374.99	5596- 5597
11/17/2015	Drill Driver Combo	Bothun	T & I	Long Prairie-Grey Eagle	\$800.00	5598-5599
11/17/2015	Steam Bending Kit	Bothun	T & I	Long Prairie-Grey Eagle	\$67.49	5602
11/4/2015	6 - Cannon E05 DIG Rebel T5 Camera	Nagel	T & I	Little Falls	\$949.00	5582- 5588
11/2/2015	Mac Book Air Laptop	Novak	WBL	Isle	\$949.00	5578
10/21/2015	Mac BookAir Laptop	Novak	WBL	Isle	\$949.00	5579
10/16/2015	Bridgeport Mill Series 1	Lindgren	AFNR	Staples-Motley	\$4,600.00	5604
10/15/2015	Panini Grill	Bast	FACS	Aitkin	\$600.00	5591
9/9/2015	Real Core Baby 3	Sheley	FACS	Pine River-Backus	\$2,284.50	5592- 5594
8/25/2015	Mobile Man Hoist	Kohl	T & I	Onamia	\$2,752.00	5603
7/15/2015	Food dehydrator	Lais	AFNR	Browerville	\$646.52	6108
5/29/2015	Makerbot Digitizer	Alt	T & I	Pequot Lakes	\$787.28	5552
5/15/2015	Glow & Grow Light Garden	Lindgren	AFNR	Staples-Motley	\$516.26	5564
5/15/2015	Laptop Computer	Lindgren	AFNR	Staples-Motley	\$735.43	5565
4/18/2015	2 Canon Powershot	Hutchison	Business	Pillager	\$388.00	5508, 5509
4/7/2015	Trio Simulators FAS/SBS	Sheley	FACS	Pine River-Backus	\$1,365.00	5569- 5571
4/7/2015	Full Wrap Mug Attachment	Bergem	Business	Pine River-Backus	\$374.00	5,572
3/27/2015	Combo Sander	Hill	T & I	Henning	\$479.95	5553
3/27/2015	Shop Floor Automations	Kohl	T & I	Onamia	\$500.00	5506
3/27/2015	3D Printer	Kohl	T & I	Onamia	\$4,570.38	5507/6413
3/23/2015	Garmin GPS	Ness	AFNR	Menahga	\$684.72	5562
11/10/2014	Tire Changer	Schwin	T & I	Little Falls	\$4,415.80	5503
11/10/2014	EVQ OBD II - Kit	Schwin	T & I	Little Falls	\$1,300.00	5504
11/10/2014	TPMS Reset Tool	Schwin	T & I	Little Falls	\$400.00	5505
11/4/2014	Fixed & Plunge Baups	Bothun	T & I	Long Prairie-Grey Eagle	\$203.69	5566
10/27/2014	Orbital Sander	Moore	T & I	Verndale	\$131.17	5558
10/27/2014	Lithium Ion Drill	Moore	T & I	Verndale	\$270.00	5559
10/27/2014	VSR Drill	Moore	T & I	Verndale	\$56.09	5560
10/22/2014	Affinia 3D Printer	Hill	T & I	Henning	\$1,545.00	5554

Replacement tag sent Feb2025

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
10/10/2014	HP Laptop	Mitteness	?	Menahga	\$1,369.64	5563
10/7/2014	Combination Doveups	Bothun	T & I	Long Prairie-Grey Eagle	\$172.79	5567
10/7/2014	Compact Router	Bothun	T & I	Long Prairie-Grey Eagle	\$155.19	5568
10/7/2014	Vex Cortex Microcontrol	Bus Admin	Business	Verndale	\$249.99	5561
10/4/2014	Fabricator	Schwin	T & I	Little Falls	\$1,076.76	5501
10/4/2014	Tig Torch	Schwin	T & I	Little Falls	\$123.30	5502
10/2/2014	3.5 ton floor jack	Schwin	T & I	Little Falls	\$379.98	5500
8/18/2014	Hor/vert digital Rotate Laser	Tax	AFNR	Pierz	\$1,619.48	5573
7/15/2014	12 Mac Mini Computers	Kaluza	Business	Little Falls	\$8,000.00	5426- 5438
6/5/2014	Epson Inkject Printer	Hutchison	Business	Pillager	\$510.00	5444
5/22/2014	5 welding helmets	Gruber	T & I	Pierz	\$925.00	5439- 5443
5/16/2014	Toshiba DVD/VHS recorder	Kajer	FACS	Staples-Motley	\$159.95	5422
4/30/2014	MoJO 3 D Printer	Kohl	T & I	Onamia	\$9,944.00	5425/ 6414
1/27/2014	Welder	Lindgren	AFNR	Staples-Motley	\$1,100.00	5471
1/10/2014	Power Mig Welder	Alt	T & I	Pequot Lakes	\$1,725.00	5463
12/24/2013	Tire Changer	Lendeboja	T & I	Crosby-Ironton	\$1,710.00	5460
12/10/2013	Maker Bot Replicator 2	Alt	T & I	Pequot Lakes	\$2,593.70	5464
10/15/2013	Biscuit Joiner	Moore	T & I	Verndale	\$232.89	5466
10/15/2013	Reciprocating Saw Kit	Moore	T & I	Verndale	\$232.89	5467
10/15/2013	1 3/4 HP HP Router	Moore	T & I	Verndale	\$189.99	5468
10/7/2013	Plasma Cutmaster	Oyster	AFNR	Sebeka	\$1,195.00	5469
9/26/2013	15" Drill press	Hill	T & I	Henning	\$659.00	5465
9/25/2013	6 HP Probook laptom	Kajer	FACS	Staples Motley	\$3,179.94	5358- 5363
9/20/2013	HP Probook laptop	Hutchison	Business	Pillager	\$557.59	5472
5/22/2013	Greenhouse	Ploof	AFNR	Little Falls	\$4,500.00	5366
5/17/2013	Virtual Business - Sports & Ent 2.0	Kaluza	Business	Little Falls	\$495.00	5367
4/26/2013	Food Cart	Irwin	FACS	Aitkin	\$249.00	5370
4/26/2013	Pro Classic Food Processor	Irwin	FACS	Aitkin	\$145.00	5371
4/26/2013	Cool Touch Griddle	Irwin	FACS	Aitkin	\$40.00	5372
4/5/2013	Coanon EOS Rebel Camera	Hutchison	Business	Pillager	\$449.00	5376
4/4/2013	10" Multi Purpose Saw	Schwin	T & I	Little Falls	\$455.00	5368
4/4/2013	10" Multi Purpose Saw	Schwin	T & I	Little Falls	\$455.00	5368
4/3/2013	Cannon Camcorder	Jones	Business	Verndale	\$437.55	5404
4/3/2013	Cannon Camcorder	Jones	Business	Verndale	\$437.00	5404
3/19/2013	6 Garmin eTrex GPS	Oyster	AFNR	Sebeka	\$667.94	5406- 5411
3/19/2013	6 Garmin eTrex GPS	Oyster	AFNR	Sebeka	\$667.00	5406-5411
2/19/2013	1 1/2 " die set	Kohl	T & I	Onamia	\$302.50	5421/6415
2/19/2013	1 1/2 " die set	Kohl	T & I	Onamia	\$302.00	5421

Replacement tag sent Feb2025

Replacement tag sent Feb2025

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
1/21/2013	1" tube die set	Kohl	T & I	Onamia	\$225.00	5423/6416
1/21/2013	1" tube die set	Kohl	T & I	Onamia	\$225.00	5422
12/1/2012	Epson Megaplex TV	CTE	?	Staples-Motley	\$699.99	5415
11/3/2012	Pic-A-Watt Unit Heater	Tumberg	T & I	Browerville/Eagle Valley	\$409.00	5417
11/3/2012	Pic-A-Watt Unit Heater	Tumberg	T & I	Browerville/Eagle Valley	\$409.00	5417
11/2/2012	3 Apple Wireless Keyboards	CTE	?	Staples-Motley	\$210.00	5412- 5414
11/2/2012	3 Apple Wireless Keyboards	CTE	?	Staples-Motley	\$210.00	5412- 5414
10/18/2012	Floor Jack	Tumberg	T & I	Browerville/Eagle Valley	\$259.21	5418
10/18/2012	Floor Jack	Tumberg	T & I	Browerville/Eagle Valley	\$259.00	5418
10/18/2012	Tool Chest	Gjerstad	AFNR	Long Prairie-Grey Eagle	\$558.00	5416
10/18/2012	Tool Chest	Gjerstad	AFNR	Long Prairie-Grey Eagle	\$558.86	5416
9/30/2012	TT 9-18 Tongs	Gruber	T & I	Pierz	\$249.00	5369
9/25/2012	CNC Shark Routing Syster	Alt	T & I	Pequot Lakes	\$2,800.00	5401
9/25/2012	Bosch Palm Router	Alt	T & I	Pequot Lakes	\$109.00	5402
9/12/2012	Millermatic welder	Lais	AFNR	Browerville	\$769.38	5403
9/12/2012	Millermatic welder	Lais	AFNR	Browerville	\$769.00	5403
8/27/2012	iPad PC706LL/A	Novak	WBL	Isle	\$913.00	5336
8/4/2012	Spindle Sander	Moore	T & I	Verndale	\$751.39	5405
8/4/2012	Spindle Sander	Moore	T & I	Verndale	\$751.00	5405
7/26/2012	Bead Roller	Kohl	WBL	Isle	\$439.00	5308
6/30/2012	Tablet keyboard for iPad	Kaluza	Business	Little Falls	\$69.99	5308
6/30/2012	Advanced Telemetry System	Ploof	AFNR	Little Falls	\$850.00	5311
6/30/2012	2 Jet Bench Spindle Sanders	Nagel	T & I	Little Falls	\$1,063.00	5309, 5310
6/30/2012	Tablet keyboard for iPad	Kaluza	Business	Little Falls	\$69.99	5308
6/30/2012	Advanced Telemetry System	Ploof	AFNR	Little Falls	\$850.00	5311
6/30/2012	2 Jet Bench Spindle Sanders	Nagel	T & I	Little Falls	\$1,063.00	5309, 5310
6/26/2012	Bead Roller	Kohl	T & I	Onamia	\$639.00	5364/6417
6/26/2012	Slip Roller	Kohl	T & I	Onamia	\$705.00	5365/6418
5/30/2012	Liminological Water Testing Kit	Lindgren	AFNR	Staples-Motley	\$87.10	5330
4/2/2012	Fabricator 1811 Tig Welder	Bothun	T & I	Long Prairie-Grey Eagle	\$970.99	5332
2/23/2012	4 Garmin etrex E10	Oyster	AFNR	Sebeka	\$487.96	5325- 5328
2/19/2012	2 Welding Helmets	Gruber	T & I	Pierz	\$390.00	5419, 5420
2/19/2012	2 Welding Helmets	Gruber	T & I	Pierz	\$390.00	5419, 5420
2/1/2012	Circuit Cake Personal Electronic Cutter	Athman	FACS	Pierz	\$211.55	5312
1/13/2012	15 MSO 2010 Intro Texts	Peterson		Wadena-Deer Creek	\$1,440.00	
12/29/2011	4 Apple iPad 2 wifi 16 GB	Hutchison	Business	Pillager	\$1,996.00	5300- 5303
12/8/2011	10 Hlth/Safety/ Nutrition Texts	Kajer	FACS	Staples-Motley	\$1,268.00	
11/30/2011	4 Apple iPad 2 wifi 16 GB	Kristi Sandberg	Business	Aitkin	\$1,999.96	5314-5317
11/22/2011	MacBook Pro	Novak	WBL	Isle	\$1,282.00	5304

Replacement tag sent Feb2025

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Replacement tag sent Feb2025

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
11/21/2011	2 Walmart Sewing Machines	Sailer	FCS	Onamia	\$162.20	5306, 5307
11/16/2011	Cutmaster 52, 20' SL60	Tumberg	T & I	Browerville/Eagle Valley	\$1,483.95	5335
11/2/2011	Woodtek 15" Planer w/ stand	Bothun	T & I	Long Prairie-Grey Eagle	\$1,462.79	5333- 5334
11/2/2011	HUE HD Webcam	Kajer	FACS	Staples-Motley	\$48.96	5331
11/1/2011	2 Whirlpool Elec Range	Wolter	FACS	Crosby-Ironton	\$838.00	5322-5323
10/25/2011	Powermatic Disc Sander	Kohl	T & I	Onamia	\$1,643.25	5305/6419
8/4/2011	PLTW Robotic Arm	Alt	T & I	Pequot Lakes	\$10,125.00	5324
	Core i3	Brian Bordwell	T & I	Brainerd	549.99	
	Core i4	Brian Bordwell	T & I	Brainerd	549.99	
	Core i5	Brian Bordwell	T & I	Brainerd	549.99	
	Core i6	Brian Bordwell	T & I	Brainerd	549.99	
	Core i7	Brian Bordwell	T & I	Brainerd	549.99	
	Core i8	Brian Bordwell	T & I	Brainerd	549.99	
	Core i9	Brian Bordwell	T & I	Brainerd	549.99	
	Core i10	Brian Bordwell	T & I	Brainerd	549.99	
	Core i11	Brian Bordwell	T & I	Brainerd	549.99	
	Core i12	Brian Bordwell	T & I	Brainerd	549.99	
	Core i13	Brian Bordwell	T & I	Brainerd	549.99	
	Core i14	Brian Bordwell	T & I	Brainerd	549.99	
	Core i15	Brian Bordwell	T & I	Brainerd	549.99	
	Core i16	Brian Bordwell	T & I	Brainerd	549.99	
	Core i17	Brian Bordwell	T & I	Brainerd	549.99	
	Core i18	Brian Bordwell	T & I	Brainerd	549.99	
	Core i19	Brian Bordwell	T & I	Brainerd	549.99	
	Core i20	Brian Bordwell	T & I	Brainerd	549.99	
	Core i21	Brian Bordwell	T & I	Brainerd	549.99	
	Core i22	Brian Bordwell	T & I	Brainerd	549.99	
	Core i23	Brian Bordwell	T & I	Brainerd	549.99	
	Core i24	Brian Bordwell	T & I	Brainerd	549.99	
	Core i25	Brian Bordwell	T & I	Brainerd	549.99	
	Core i26	Brian Bordwell	T & I	Brainerd	549.99	
	Core i27	Brian Bordwell	T & I	Brainerd	549.99	
	Core i28	Brian Bordwell	T & I	Brainerd	549.99	
	Core i29	Brian Bordwell	T & I	Brainerd	549.99	
	Core i30	Brian Bordwell	T & I	Brainerd	549.99	
	Core i31	Brian Bordwell	T & I	Brainerd	549.99	
	Core i32	Brian Bordwell	T & I	Brainerd	549.99	
	PoweLite93+		T & I	Brainerd		
				Brainerd		
	Laser cutter/engraver	Gruber	T & I	Pierz	\$20,995.00	

Replacement tag sent Feb2025

Date	Item Purchased	Person	Department	School	Cost	Perkins Tag
	Milling machine rotary fixture extended length	Gruber	T & I	Pierz	\$2,083.35	
	Epson Megaplex TV	CTE	?	Staples-Motley	\$699.00	5415
	CAMaster Wood Mill		T & I	Swanville		6120
	Miller Multi Matic Welder		T & I	Swanville		
		Lakes Country	AFNR	Ashby		6029

FY	Date	PO #	Item Purchased	Location	Dept.	School	Total Cost	Asset Number	% Purchased with Perkins Funds	Perkins Funded	If disposed, date of disposal
2025	4/4/2025	PO-000045456	Nursing Anne Medium	STAPLES CAMPUS	Nursing	CLC	\$6,335.12	CP1075	100%	\$6,335.12	
2025	4/4/2025	PO-000045456	Nursing Anne Light	STAPLES CAMPUS	Nursing	CLC	\$6,335.12	CP1076	100%	\$6,335.12	
2024	5/7/2024	P0424045	MP-1918 CONSULAB MULTIPLEX SYM	BRAINERD CAMPUS	Automotive Technology	CLC	\$15,375.00	CP1074	35%	\$5,374.99	
2024	3/19/2024	P0421839	CAT SKIDLOADER 272D2	STAPLES CAMPUS	Heavy Equipment	CLC	\$36,650.00	1842837	100%	\$36,650.00	
2023	12/29/2022	P0343869	PATIENT CHAIR 411	BRAINERD CAMPUS	Dental Assistant	CLC	\$8,525.00	CP1072	100%	\$8,525.00	
2023	12/29/2022	P0343869	RADIUS DELIVERY SYSTEM	BRAINERD CAMPUS	Dental Assistant	CLC	\$6,714.00	CP1073	100%	\$6,714.00	
2022	4/8/2022	P0296904	2017 Hitachi 160GLC Excavator	STAPLES CAMPUS	Heavy Equipment	CLC	\$119,000.00	CP1071	100%	\$19,004.30	
2022	5/24/2022	P0313047	2004 Freightliner Truck	STAPLES CAMPUS	DIMECH	CLC	\$32,121.17	1843172	100%	\$32,121.17	
2021	7/13/2020	P01433	POLICE INTERCEPTOR	BRAINERD CAMPUS	Criminal Justice	CLC	\$31,862.56	CP1060	100%	\$31,862.56	
2021	12/31/2020	82443	CAT 279D SKID STEER	STAPLES CAMPUS	Heavy Equipment	CLC	\$29,000.00	CP1070	100%	\$29,000.00	
2021	2/3/2021	P02339	D6G CATERPILLAR	STAPLES CAMPUS	Heavy Equipment	CLC	\$80,000.00	1843147	100%	\$13,006.32	
2020	8/28/2019	P01459	SAMSUNG SL 15E	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$57,500.00	1784817	52%	\$29,997.75	
2020	4/3/2020	P01903	1990 950G LOADER	STAPLES CAMPUS	Diesel and Heavy Equipment	CLC	\$30,000.00	CP1061	100%	\$30,000.00	
2019	8/2/2018	P00548	VECTRAX MACHINE	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$9,814.08	CP1065	100%	\$9,814.08	
2019	8/2/2018	P00548	VECTRAX MACHINE	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$9,814.08	CP1066	100%	\$9,814.08	
2019	10/26/2018	P00548	HAAS TL-1	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$31,460.00	CP1064	100%	\$31,460.00	
2019	5/3/2019	67660	2019 DODGE DURANGO	BRAINERD CAMPUS	Criminal Justice	CLC	\$29,307.30	CP1062	100%	\$29,307.30	
2019	5/8/2019	P01188	2019 3/4 TON TRUCK	BRAINERD CAMPUS	ARCHIVED SUBJECTS	CLC	\$39,340.83	CP1063	51%	\$20,000.88	
2018	10/12/2017	81784	VECTRAX MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$10,069.62	1784624	100%	\$10,069.62	
2018	10/12/2017	81784	VECTRAX MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$10,069.62	1784625	100%	\$10,069.62	
2018	12/13/2017	82378	NEWALL DRO MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$1,762.82	CP1050	73%	\$1,286.92	
2018	12/13/2017	82378	NEWALL DRO MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$1,762.82	CP1068	73%	\$1,286.92	
2018	12/13/2017	82378	NEWALL DRO MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$1,762.82	CP1069	73%	\$1,286.92	
2018	12/27/2017	82298	2018 DODGE CHARGER	BRAINERD CAMPUS	Criminal Justice	CLC	\$27,428.64	CP1067	100%	\$27,428.64	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680890	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680891	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680892	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680893	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680894	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680895	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680896	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680897	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680898	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680899	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680900	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680901	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680902	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680903	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680904	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680905	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680906	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680907	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680908	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680909	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680910	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680911	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680912	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680913	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680914	100%	\$607.71	
2017	11/14/2016	79393	HP ELITE DESK 800 G2	STAPLES CAMPUS	IT	CLC	\$607.71	1680915	100%	\$607.71	
2017	6/15/2017	80489	DSK2 CATERPILLAR	STAPLES CAMPUS	Heavy Equipment	CLC	\$128,694.00	1784524	31%	\$40,000.00	
2016	11/3/2015	77881	VERTICAL TURRET MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$12,313.17	1680754	81%	\$10,000.00	
2016	11/3/2015	77881	VERTICAL TURRET MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$12,313.17	1680755	81%	\$10,000.00	
2016	11/3/2015	77881	VERTICAL TURRET MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$12,313.16	1680756	81%	\$10,000.00	
2016	1/26/2016	77841	2016 FORD SEDAN POLICE	BRAINERD CAMPUS	Criminal Justice	CLC	\$24,410.98	1680767	100%	\$24,410.98	
2015	12/3/2014	75934	JD 7000I-LGP DOZER	STAPLES CAMPUS	Heavy Equipment	CLC	\$99,000.00	1680506	74%	\$72,800.00	
2015	9/23/2015	76854	2015 CRESTLINER 1860	BRAINERD CAMPUS	NATURAL RESOURCES	CLC	\$5,883.75	CP1052	34%	\$2,000.00	
2014	3/20/2014	74014	CASE 1150 K DOZER	STAPLES CAMPUS	Heavy Equipment	CLC	\$82,500.00	1682520	100%	\$82,500.00	
2014	3/20/2014	73905	ACRA TURRET MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$10,930.00	1666843	100%	\$10,930.00	
2014	3/20/2014	73929	ACRA TURRET MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$10,530.00	1666841	100%	\$10,530.00	
2014	3/20/2014	73929	ACRA TURRET MILL	STAPLES CAMPUS	Machine Tool Technologies	CLC	\$10,530.00	1666842	100%	\$10,530.00	
2013	7/25/2012	69337	CASE TR320 CTL	STAPLES CAMPUS	Heavy Equipment	CLC	\$32,500.00	1605747	100%	\$32,500.00	
2013	11/21/2012	70495	2004 FORD CROWN VICTORIA	BRAINERD CAMPUS	Criminal Justice	CLC	\$3,000.00	CP1043	100%	\$3,000.00	
2013	5/9/2013	70976	1997 FORD F250 TRUCK	BRAINERD CAMPUS	ARCHIVED SUBJECTS	CLC	\$7,810.25	1605930	100%	\$7,810.25	
2012	1/10/2012	67660	2006 DODGE CHARGER	BRAINERD CAMPUS	Criminal Justice	CLC	\$8,000.00	CP1034	100%	\$8,000.00	
2012	2/6/2012	67569	CAT 420D SERIES BACKHOE	STAPLES CAMPUS	Diesel and Heavy Equipment	CLC	\$31,700.00	CP1049	100%	\$31,700.00	

For federal grants, the asset tag threshold is \$5,000.00.  
Add assets that are \$5,000 or more.

2012	2/6/2012	67483	TRANS IN LINE FLUID EX	BRAINERD CAMPUS	AUTO MECHANICS	CLC	\$217.57	CP1033	100%	\$217.57	
2012	2/6/2012	67483	TRANS IN LINE FLUID EX	BRAINERD CAMPUS	AUTO MECHANICS	CLC	\$5,991.22	CP1033	100%	\$5,991.22	
2012	2/6/2012	67483	TRANS IN LINE FLUID EX	BRAINERD CAMPUS	Automotive Technology	CLC	\$5,991.21	CP1048	100%	\$5,991.21	
2012	5/2/2012	68375	A/C RECOVERY MACHINE	BRAINERD CAMPUS	Automotive Technology	CLC	\$4,009.50	CP1044	100%	\$4,009.50	
2012	6/5/2012	68542	HEFTEE 2000 LIFT	BRAINERD CAMPUS	Marine & Small Engine Technology	CLC	\$7,144.00	1605932	100%	\$7,144.00	
2012	6/6/2012	68845	2007 FORD CROWN VICTORIA	BRAINERD CAMPUS	Criminal Justice	CLC	\$5,085.50	1605933	100%	\$5,085.50	
2012	6/6/2012	68845	2007 FORD CROWN VICTORIA	BRAINERD CAMPUS	Criminal Justice	CLC	\$5,185.50	1605934	100%	\$5,185.50	
2012	6/6/2012	68845	2007 CHEVY IMPALA	BRAINERD CAMPUS	Criminal Justice	CLC	\$5,285.50	1605935	100%	\$5,285.50	
2012	6/6/2012	68514	HP ELITEBOOK 8560P NOTEBOOK	BRAINERD CAMPUS	Technology Services	CLC	\$847.78	CP1059	59%	\$500.00	
2010	12/29/2009	59630	EV 175HP MOTOR	BRAINERD CAMPUS	Marine & Small Engine Technology	CLC	\$9,914.00	CP1036	100%	\$9,914.00	

## Equipment Disposal

Equipment that has been purchased with federal funds as part of a consortium's Perkins plan should be disposed of using the following Postsecondary and Secondary Disposal procedures.

Before equipment is disposed of, the consortium must make an effort to repurpose the equipment to support a CTE program in another member district. Technical support for these efforts will be available through MDE.

### Postsecondary Disposal

Follow the college's equipment disposition procedure based on the Minnesota State policy 7.3.6, Part 9(3), stating, *When equipment purchased with Federal funds with a current per unit fair market value in excess of \$5,000, is no longer needed for a Federal program, it may be retained or sold with the Federal agency having a right to a proportionate amount of the current fair market value.* Before selling the equipment, consider donating it to another CTE program at the secondary or postsecondary level.

Document equipment disposed of in the combined consortium inventory, including date and disposal method.

### Secondary Disposal

Secondary equipment should be disposed of by using the following procedure:

1. All equipment/curricula purchased through the Perkins consortium must be disposed of through the original assigning consortium.
2. The original assigning consortium whose school districts are disposing of equipment with a current value of \$5,000 or more must coordinate disposal with MDE and the United States Department of Education using general administrative regulations guidelines (34 C.F.R. 80.32(c)).
3. Disposal of equipment that has a current value of \$1,000 or more, but less than \$5,000 must be coordinated with MDE. The original assigning consortium must provide to MDE a list of said equipment to allow support for repurposing this equipment to another consortium.
4. Equipment that has a current value of less than \$1,000 may be disposed of through the local Perkins consortium. (See note below.)
5. All disposition of equipment must be reported on the annual CAR. The respective consortium inventory must reflect the disposal.
6. Equipment disposal records including inventory documentation, disposal, salvage recovery funds and any transfer information need to be retained by the consortium for three years.

*Note: Before equipment is disposed of, the consortium must make an effort to repurpose the equipment to support a CTE program in another member district. Technical support for these efforts will be available through MDE.*



# Completing the Program of Study Spreadsheet

## July 1, 2025 - June 30, 2026 (FY 26)

### Central Lakes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

### RESOURCE LINKS

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

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

[Maps of Approved Secondary Programs](#)

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

[Minnesota State—Consortia Resources](#)

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

**State-Recognized Program of Study Verification**  
**July 1, 2025 - June 30, 2026 (FY 26)**  
**Central Lakes**

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

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


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

X

[Insert "X" in the box to confirm]



[Secondary Consortium Leader]



[Postsecondary Consortium Leader]

Use this sheet for guidance on identifying secondary courses aligned with specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

Program of Study--Field	Program of Study--Cluster	Table C -- MDE Program Area	Table C -- Program Code	Table C--Career Cluster / Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations		170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information System	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information System	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications Marketing Management	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information System	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information System	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53
Agriculture, Food, and Natural Resources	Environmental Service Systems				#54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS	090101	Culinary/Hospitality/Food Science	#01; #06; #16-28
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01-#07 #08-#12 #18-#21
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	Service Occupations	090201 090101	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	Service Occupations	090204	Fashion, Apparel & Interior Design	#01; #06; #57-74
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers Human Services & Service Learning	#01; #06; #34-36 #01; #06; #40-42 #01; #06; #53-54
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

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

CAREER_FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications Technology
Business, Management, & Administration	Business Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation Amusements and Attractions
Engineering, Manufacturing, & Technology	Sales and Services
Engineering, Manufacturing, & Technology	Transportation Systems Infrastructure Planning Management and Regulation
Engineering, Manufacturing, & Technology	Warehousing and Distribution Center Operations
Engineering, Manufacturing, & Technology	Logistics and Inventory Control
Engineering, Manufacturing, & Technology	Health Safety and Environmental Assurance
Human Services	Administration and Administrative Support
Human Services	Revenue and Taxation
Human Services	Foreign Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer Services

Central Lakes	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4	
Career Field	Business_Management_Administration	Business_Management_Administration	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Health_Science	Health_Science	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	General_Management	Business_Information_Management	Visual_Arts		Therapeutic_Services	Therapeutic_Services	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	(140170) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Isle, Little Falls, Menahga, Pequot Lakes, Pierz, Pillager, Verndale		(171502) Brainerd, Little Falls, Pequot Lakes, Upsala, Sebeka (140710) Aitkin, Little Falls, Pierz, Pillager, Sebeka, Verndale, Wadena-Deer Creek		(070300) Browerville, Little Falls, Staples-Motley		(170302) Little Falls, Menahga, Pierz, Swanville (171710) Brainerd, Henning, Onamia, Pequot Lakes, Pierz	
Postsecondary Partner Institutions	Central_Lakes_College_025	Lake_Superior_College_010	Central_Lakes_College_077		Central_Lakes_College_073	Central_Lakes_College_073	Central_Lakes_College_021	Central_Lakes_College_021
Postsecondary CTE Program #1	Business Management	Business and Technology	Graphic Design		Nursing	Exercise Science Transfer Pathway	Automotive Technology	Heavy Equipment Operation and Maintenance
Postsecondary CTE Program #2	Business Transfer Pathway		Graphic Design - Media Technologies		Practical Nursing	Dental Hygiene AAS	Diesel Equipment Technician	
Postsecondary CTE Program #3					Dental Assisting		Marine and Powersports	
Dual Enrollment Opportunities	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Recognized Secondary Credentials:								
Approved Work-Based Learning Programs	(149090) Brainerd, Pequot Lakes, Sebeka, Wadena-Deer Creek (009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley		(149090) Brainerd, Pequot Lakes, Sebeka, Wadena-Deer Creek (009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley		(009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley		(009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley	
Certification and Industry Recognized Credential	National Retail Federation (NRF); Microsoft Office; Quickbooks; Google; CompTIA; Cisco, Wlse; Hubspot				CNA Testing		OSHA 10, Snap-On	
Recognized Postsecondary Credentials:								
Academic Award	AAS & AS	AS	Diploma and AAS		Diploma, AAS, and AS	AAS and AS	Diploma and AAS	Diploma
Work-Based Learning			Internship		Internship and practicum / clinicals	Practicum / clinicals		
Licensure, Certifications, and/or Industry Recognized Credentials					Nursing: Registered nurse & licensed practical nurse.  Dental Assisting: Licensed dental assistant.	Dental Hygiene: Licensed dental hygienist	Automotive Technology: ASE student certifications in the areas they test and pass.  Diesel Equipment Technician: 609 A/C certification and AED foundation certification.  Marine & Powersports: Polaris, Yamaha Marine, Yamaha Powersports, Mercury Marine, and full Master Service Technician from Briggs and Stratton, and one year certification in shop safety and hazardous waste from S/P2.	Heavy Equipment Operations: Class A License (CDL). American Red Cross CPR & AED certification, OSHA 10 Construction card, and Minnesota Aggregate Production certification.

Central Lakes	State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7		State-Recognized POS 8	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration	Human_Services	Human_Services	Human_Services	Human_Services
Career Cluster	Manufacturing	Manufacturing	Hospitality_and_Tourism	Hospitality_and_Tourism	Education_and_Training	Human_Services_Pathway	Human_Services_Pathway	Human_Services_Pathway
Career Pathway	Production	Production	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Teaching_Training	Early_Childhood_Development_and_Services	Family_and_Community_Services	
High Schools & Approved CTE Programs (Table C)	(171710) Brainerd, Crosby-Ironton, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Sebek, Staples-Motley, Swanville  (171000) Aitkin, Brainerd, Long Prairie, Menahga, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Sebek, Staples-Motley, Swanville, Verndale  (171502) Brainerd, Little Falls, Pequot Lakes		(090101) Aitkin, Brainerd, Freshwater Education, Long Prairie-Grey Eagle, Menahga, Onamia, Pequot Lakes, Pierz, Pillager, Sebek, Staples-Motley, Wadena-Deer Creek  (140170) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Isle, Little Falls, Menahga, Pequot Lakes, Pierz, Pillager, Verndale		(090101) Aitkin, Brainerd, Freshwater Education, Long Prairie-Grey Eagle, Menahga, Onamia, Pequot Lakes, Pierz, Pillager, Sebek, Staples-Motley, Wadena-Deer Creek		(090101) Aitkin, Brainerd, Freshwater Education, Long Prairie-Grey Eagle, Menahga, Onamia, Pequot Lakes, Pierz, Pillager, Sebek, Staples-Motley, Wadena-Deer Creek	
Postsecondary Partner Institutions	Central_Lakes_College_056		Central_Lakes_College_064	StCloud_Technical_Community_College_064	Central_Lakes_College_071	Central_Lakes_College_017	Central_Lakes_College_022	
Postsecondary CTE Program #1	Machine Operations		Meat Cutting and Butchery	Culinary Arts	Early Childhood Education Transfer Pathway	Early Childhood Education	Human Services Technician	
Postsecondary CTE Program #2	CNC Technologies						Pre-Social Work Transfer Pathway	
Postsecondary CTE Program #3	Welding and Fabrication							
Dual Enrollment Opportunities	Yes		Yes	Yes	Yes	Yes	Yes	
Recognized Secondary Credentials:								
Approved Work-Based Learning Programs	(009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale  (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley		(099090) Long Prairie-Grey Eagle  (009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale  (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley		(099090) Long Prairie-Grey Eagle  (009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale  (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley		(099090) Long Prairie-Grey Eagle  (009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale  (000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley	
Certification and Industry Recognized Credential	OSHA 10, Snap-On		OSHA 10, ServSafe					
Recognized Postsecondary Credentials:								
Academic Award	Diploma and AAS		Certificate	Diploma and AAS	AS	Certificate and diploma	Diploma and AS	
Work-Based Learning			Internship	Internship	Field experience & internship	Field experience & internship	Field experience	
Licensure, Certifications, and/or Industry Recognized Credentials	Welding & Fabrication: American Welding Society entry-level welder.		ServSafe Food Manager	ServSafe Certification		Early Childhood certificate: AHA Healthcare Provider CPR	Human Services: WRAP I Certification, CALM Certification, and MHFA Certification and ACES/Near Science Training	

Central Lakes	State-Recognized POS 9		State-Recognized POS 10	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Agribusiness_Systems	Agribusiness_Systems	Power_Structural_and_Technical_Systems	
High Schools & Approved CTE Programs (Table C)	019901 Isle, Little Falls, Long Prairie-Grey Eagle, Menahga, Pierz, Pillager, Sebeka, Staples-Motley, Upsala, Verndale, Wadena-Deer Creek		019901 Aitkin, Bertha-Hewitt, Browerville, Long Prairie-Grey Eagle, Menahga, Pierz, Pillager, Sebeka, Staples-Motley, Upsala, Wadena-Deer Creek	
Postsecondary Partner Institutions	Central_Lakes_College_004		Northland_Community_Technical_College_054	
Postsecondary CTE Program #1	Horticulture		Agriculture Diesel Equipment Technician	
Postsecondary CTE Program #2	Sustainable Greenhouse Production			
Postsecondary CTE Program #3	Sustainable Local Food			
Dual Enrollment Opportunities	Yes		Yes	
Recognized Secondary Credentials:				
Approved Work-Based Learning Programs	(019090) Brainerd, Browerville, Long Prairie-Grey Eagle, Menahga, Sebeka, Wadena-Deer Creek		(019090) Brainerd, Browerville, Long Prairie-Grey Eagle, Menahga, Sebeka, Wadena-Deer Creek	
	(009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale		(009090) Aitkin, Brainerd, Crosby-Ironton, Freshwater, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Verndale	
	(000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley		(000750) Aitkin, Brainerd, Freshwater, Long Prairie-Grey Eagle, Staples-Motley	
Certification and Industry Recognized Credential	OSHA 10		OSHA 10	
Recognized Postsecondary Credentials:				
Academic Award	Certificate, diploma, and AAS			
Work-Based Learning	Internship			
Licensure, Certifications, and/or Industry Recognized Credentials				

Central Lakes	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	General_Management	Business_Information_Management	Visual_Arts	
High Schools & Approved CTE Programs (Table C)	(140170) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Isle, Little Falls, Menahga, Pequot Lakes, Pierz, Pillager, Verndale		(171502) Brainerd, Little Falls, Pequot Lakes, Upsala, Sebeka (140710) Aitkin, Little Falls, Pierz, Pillager, Sebeka, Verndale, Wadena-Deer Creek	
Postsecondary Partner Institutions	Central_Lakes_College_025	Lake_Superior_College_010	Central_Lakes_College_077	
Postsecondary CTE Program #1	Business Management	Business and Technology	Graphic Design	
Postsecondary CTE Program #2	Business Transfer Pathway		Graphic Design - Media Technologies	
Postsecondary CTE Program #3				
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				



Central Lakes	POS 3		POS 4	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Health_Science	Health_Science	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Therapeutic_Services	Therapeutic_Services	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	(070300) Browerville, Little Falls, Staples-Motley		(170302) Little Falls, Menahga, Pierz, Swanville (171710) Brainerd, Henning, Onamia, Pequot Lakes, Pierz	
Postsecondary Partner Institutions	Central_Lakes_College_073	Central_Lakes_College_073	Central_Lakes_College_021	Central_Lakes_College_021
Postsecondary CTE Program #1	Nursing	Exercise Science Transfer Pathway	Diesel Equipment Technician	Heavy Equipment Operation and Maintenance
Postsecondary CTE Program #2	Practical Nursing	Dental Hygiene AAS	Marine and Powersports	
Postsecondary CTE Program #3	Dental Assisting		Automotive Technology	
State-Recognized	Yes		Yes	
Funding Priority	Reserve		Priority 1	
Interdisciplinary CTE-Related Courses (optional)				

Central Lakes	POS 5		POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Career Cluster	Manufacturing	Manufacturing	Hospitality_and_Tourism	Hospitality_and_Tourism
Career Pathway	Production	Production	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services
High Schools & Approved CTE Programs (Table C)	(171710) Brainerd, Crosby-Ironton, Henning, Little Falls, Onamia, Pequot Lakes, Pierz, Sebek, Staples-Motley, Swanville (171000) Aitkin, Brainerd, Long Prairie, Menahga, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Sebek, Staples-Motley, Swanville, Verndale (171502) Brainerd, Little Falls, Pequot Lakes		(090101) Aitkins, Brainerd, Freshwater Education, Long Prairie-Grey Eagle, Menahga, Onamia, Pequot Lakes, Pierz, Pillager, Sebek, Staples-Motley, Wadena-Deer Creek (140170) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Isle, Little Falls, Menahga, Pequot Lakes, Pierz, Pillager, Verndale	
Postsecondary Partner Institutions	Central_Lakes_College_056		Central_Lakes_College_064	StCloud_Technical_Community_College_064
Postsecondary CTE Program #1	Machine Operations		Meat Cutting and Butchery	Culinary Arts
Postsecondary CTE Program #2	CNC Technologies			
Postsecondary CTE Program #3	Welding and Fabrication			
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

Central Lakes	POS 7		POS 8	
Career Field	Human_Services	Human_Services	Human_Services	Human_Services
Career Cluster	Education_and_Training	Human_Services_Pathway	Human_Services_Pathway	Human_Services_Pathway
Career Pathway	Teaching_Training	Early_Childhood_Development_and_Services	Family_and_Community_Services	
High Schools & Approved CTE Programs (Table C)	(090101) Aitkin, Brainerd, Freshwater Education, Long Prairie-Grey Eagle, Menahga, Onamia, Pequot Lakes, Pierz, Pillager, Sebeka, Staples-Motley, Wadena-Deer Creek		(090101) Aitkin, Brainerd, Freshwater Education, Long Prairie-Grey Eagle, Menahga, Onamia, Pequot Lakes, Pierz, Pillager, Sebeka, Staples-Motley, Wadena-Deer Creek	
Postsecondary Partner Institutions	Central_Lakes_College_071	Central_Lakes_College_017	Central_Lakes_College_022	
Postsecondary CTE Program #1	Early Childhood Education Transfer Pathway	Early Childhood Education	Human Services Technician	
Postsecondary CTE Program #2			Pre-Social Work Transfer Pathway	
Postsecondary CTE Program #3				
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

Central Lakes	POS 9		POS 10	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Agribusiness_Systems	Agribusiness_Systems	Power_Structural_and_Technical_Systems	
High Schools & Approved CTE Programs (Table C)	019901 Isle, Little Falls, Long Prairie-Grey Eagle, Menahga, Pierz, Pillager, Sebeka, Staples-Motley, Upsala, Verndale, Wadena-Deer Creek		019901 Aitkin, Bertha-Hewitt, Browerville, Long Prairie-Grey Eagle, Menahga, Pierz, Pillager, Sebeka, Staples-Motley, Upsala, Wadena-Deer Creek	
Postsecondary Partner Institutions	Central_Lakes_College_004		Northland_Community_Technical_College_054	
Postsecondary CTE Program #1	Horticulture		Agriculture Diesel Equipment Technician	
Postsecondary CTE Program #2	Sustainable Greenhouse Production			
Postsecondary CTE Program #3	Sustainable Local Food			
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				


Position Number	Position Title	First & Last Name	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or Both	Narrative(s) in Which Funding Reported	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.
1	Perkins Secondary Coordinator	Mike Kaluza	100%	Secondary	7/1/2023	\$111,066.61	Basic	10	No PD change from previous two-year plan.
2	Perkins Postsecondary Coordinator	Lisa M. Hanson	70%	Postsecondary	11/22/2021	\$71,409	Basic	10	No PD change from previous two-year plan.
3	Secondary Finance Officer	Jordan Anderson	8%	Secondary	7/1/2010	\$8,650.58	Basic	10	No PD change from previous two-year plan.
4	Secondary Payroll Specialist	Jesse Ashbaugh	1%	Secondary	7/1/2010	\$1,216.12	Basic	10	No PD change from previous two-year plan.
5	CLC College Lab Assistant - MAPS	Jordan Getty	11.7%	Postsecondary	9/12/2025	\$2,634.32	Reserve	11	New addition. Year one of three.
6	CLC College Lab Assistant - AUTM	Kevin Lomax	16.0%	Postsecondary	9/5/2025	\$2,811.24	Reserve	11	New addition. Year one of three.


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

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**ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Aitkin Public Schools</u>	
District Number/Type: <u>0001-01</u>	
Superintendent's Name – (Print): <u>Daniel J Stifter</u>	
	<u>3-17-2025</u>
Signature	Date
email: <u>dstifter@ISD1.org</u>	
Phone: <u>218-927-7100</u>	

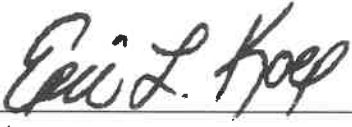
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Bertha-Hewitt School</u>	
District Number/Type: <u>#786</u>	
Superintendent's Name – (Print): <u>Eric Koep</u>	
	<u>3/21/2025</u>
Signature	Date
email: <u>eric.koep@isd786.org</u>	
Phone: <u>218-371-6558</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Brainerd Public Schools</u>	
District Number/Type: <u>01 - 181</u>	
Superintendent's Name - (Print): <u>Peter Grant</u>	
	
Signature	<u>KARI ROSS Executive Director of Schools</u> Date <u>3-19-2025</u>
email: <u>Kari.ross@isd181.org</u>	
Phone: <u>218-454-6932</u>	


(Duplicate as needed)




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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Browerville Public School</u>	
District Number/Type: <u>787-001</u>	
Superintendent's Name – (Print): <u>Scott Vedbraaten</u>	
	<u>March 17, 2025</u>
Signature	Date
email: <u>S.Vedbraaten@browerville.k12.mn.us</u>	
Phone: <u>(320) 594-8140</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Crosby - Ironton I.S.D. #182</u>	
District Number/Type: <u>0182</u>	
Superintendent's Name - (Print): <u>Jamie S. Skjeveland</u>	
	<u>4-8-25</u>
Signature	Date
email: <u>jskjeveland@ci.k12.mn.us</u>	
Phone: <u>218 - 545 - 8817</u>	

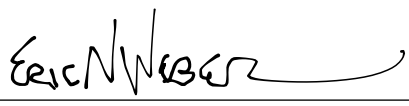
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
<b>Signature</b>	<b>Date</b>
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Freshwater Education District</u>	
District Number/Type: <u>6004-61</u>	
Superintendent's Name – (Print): <u>Eric N. Weber</u>	
	<u>3/19/25</u>
Signature	Date
email: <u>eweber@fed.k12.mn.us</u>	
Phone: <u>218-629-6001</u>	

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: Central Lakes College

College President's Name (Print): Dr. Hara Charlier



3/13/2025

Signature

Date

email: hara.charlier@clcmn.edu

Phone: (218) 855-8053

District Name: Henning Public School

District Number/Type: IDS 545

Superintendent's Name – (Print): Melissa Sparks



04/09/25

Signature

Date

email: mspark@henning.k12.mn.us


Phone: 218-583-2927


*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

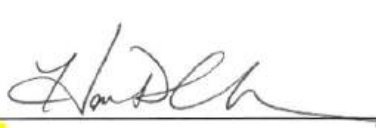
District Name: <u>ISLE SCHOOL DISTRICT</u>	
District Number/Type: <u>0473</u>	
Superintendent's Name – (Print): <u>JEAN KAPSNER</u>	
	<u>3/17/25</u>
Signature	Date
email: <u>dkapsner@isle.k12.mn.us</u>	
Phone: <u>320-676-3146</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Little Falls</u>	
District Number/Type: <u>0482-01</u>	
Superintendent's Name - (Print): <u>Greg Johnson</u>	
	<u>4/8/25</u>
Signature	Date
email: <u>gjohnson@lfalls.k12.mn.us</u>	
Phone: <u>320-632-2001</u>	


(Duplicate as needed)




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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Long Prairie Grey Eagle I.S.D.</u>	
District Number/Type: <u>2753 - 01</u>	
Superintendent's Name - (Print): <u>Doug Froke</u>	
	<u>3/17/25</u>
Signature	Date
email: <u>dfroke@lpge.k12.mn.us</u>	
Phone: <u>320-387-3605</u>	

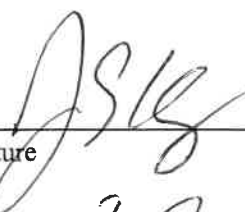
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Manly Public School</u>	
District Number/Type: <u># 821</u>	
Superintendent's Name - (Print): <u>JASON Kjos</u>	
	<u>3/17/25</u>
Signature	Date
email: <u>jkjos@manly.k12.mn.us</u>	
Phone: <u>218-564-4441</u>	


(Duplicate as needed)


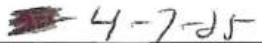


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Onamia Schools #480</u>	
District Number/Type: <u>480</u>	
Superintendent's Name – (Print): <u>JJ Volv</u>	
	
Signature	Date
email: <u>jvolv@onamia.k12-mn.us</u>	
Phone: <u>320-530-6701</u>	

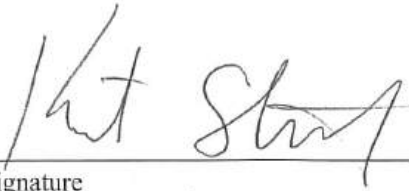
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Pegnet Lakes Public Schools</u>	
District Number/Type: <u>186-01</u>	
Superintendent's Name - (Print): <u>Kurt Stumpf</u>	
	<u>3/17/25</u>
Signature	Date
email: <u>Kstumpf@isd186.org</u>	
Phone: <u>218-838-7779</u>	

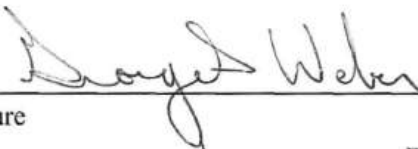
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Pierz</u>	
District Number/Type: <u>District 484</u>	
Superintendent's Name - (Print): <u>George Weber</u>	
	<u>March 17, 2025</u>
Signature	Date
email: <u>gweber@pierzschoools.org</u>	
Phone: <u>320-468-6458</u>	

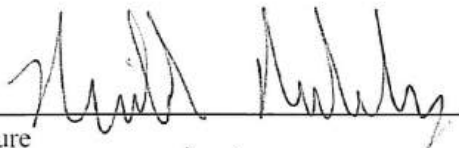
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Pillager Public School</u>	
District Number/Type: <u>116</u>	
Superintendent's Name – (Print): <u>Michael Mahmberg</u>	
	<u>3-17-25</u>
Signature	Date
email: <u>mmahmberg@isd116.org</u>	
Phone: <u>218-746-2100</u>	


(Duplicate as needed)

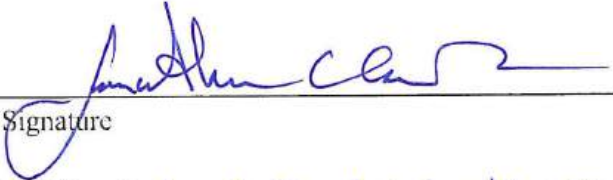


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Pine River - Backus Schools</u>	
District Number/Type: <u>2174</u>	
Superintendent's Name - (Print): <u>Jonathan Clark</u>	
	<u>3-17-2025</u>
Signature	Date
email: <u>jclark@prbschools.org</u>	
Phone: <u>218-587-8081</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: Central Lakes College



); Dr. Hara Charlier

3/13/2025

Signature Date email: [hara.charlier@clcmn.edu](mailto:hara.charlier@clcmn.edu)

Phone: (218) 855-8053

District Name: Sebeka Public School

District Number/Type: #820

Superintendent's Name – (Print): Dave Kerkvliet



3-17-25

Signature Date email: [dkerkvliet@g.sebeka.k12.mn.us](mailto:dkerkvliet@g.sebeka.k12.mn.us)

Phone: 218-837-5101

*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: Central Lakes College

College President's Name (Print): Dr. Hara Charlier



3/13/2025

Signature

Date

email: hara.charlier@clcmn.edu

Phone: (218) 855-8053

District Name: Staples-Motley

District Number/Type: 2170

Superintendent's Name – (Print): Shane Tappe



3/17/25

Signature

Date

email: shane.tappe@isd2170.org


Phone: 218-894-5400


*(Duplicate as needed)*

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

**ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
<b>Signature</b>	<b>Date</b>
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Swanville ISD #486</u>	
District Number/Type: <u>486</u>	
Superintendent's Name – (Print): <u>Travis Hensch</u>	
	<u>3/24/25</u>
<b>Signature</b>	<b>Date</b>
email: <u>thensch@swanville.k12.mn.us</u>	
Phone: <u>320-547-5100</u>	


(Duplicate as needed)




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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
<b>Signature</b>	<b>Date</b>
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Upsala Area Schools</u>	
District Number/Type: <u>0487-01</u>	
Superintendent's Name – (Print): <u>Vern Capelle</u>	
	<u>3.17.2025</u>
Signature	Date
email: <u>vcapelle@upsala.k12.mn.us</u>	
Phone: <u>320-573-2174</u>	

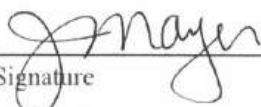
*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
<b>Signature</b>	<b>Date</b>
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	


District Name: <u>Verndale Public School</u>	
District Number/Type: <u>0818-01</u>	
Superintendent's Name - (Print): <u>Jeannie Mayer</u>	
	<u>4-7-2025</u>
<b>Signature</b>	<b>Date</b>
email: <u>jmaye@ups.verndale.k12.mn.us</u>	
Phone: <u>218-445-5184</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Central Lakes

College: <u>Central Lakes College</u>	
College President's Name (Print): <u>Dr. Hara Charlier</u>	
	<u>3/13/2025</u>
Signature	Date
email: <u>hara.charlier@clcmn.edu</u>	
Phone: <u>(218) 855-8053</u>	

District Name: <u>Wadena-Deer Creek</u>	
District Number/Type: <u>2155</u>	
Superintendent's Name - (Print): <u>Lee Westrum</u>	
	<u>3-17-25</u>
Signature	Date
email: <u>westrum@wde2155.k12.mn.us</u>	
Phone: <u>218 - 632 - 2176</u>	

(Duplicate as needed)