

Perkins V Local Application

Strengthening Career and Technical Education for the 21st Century (Perkins V)

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Dakota County Perkins Consortium
Total Award Budget:	\$502,640.04

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.

Dakota County Technical College	
SSD 6 – South Saint Paul Public Schools	
ISD 192 – Farmington Area Public Schools	
ISD 195 – Randolph Public Schools	
ISD 197 – West Saint Paul-Mendota Heights-Eagan Schools	
ISD 199 – Inver Grove Heights Public Schools	
ISD 200 – Hastings Public Schools	
ISD 659 – Northfield Public Schools	
ISD 917 – Intermediate School District 917	
4082 – BlueSky Online	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Agribusiness	Funding	Y	Y	Y	30	Brokered - 45
Natural Resource Systems	Both	Y	Y	Y	734	0
Arts, Communications, & Information Systems	S-R	Y	Y	Y	568	25
Business, Management, & Administration	S-R	Y	Y	Y	1,167	60
Engineering, Manufacturing, & Technology	Both	Y	Y	Y	457	9
Human Services	S-R	N	Y	Y	1,495	10
Information Support and Services	Both	Y	Y	Y	215	20
Web and Digital Communications	Both	Y	Y	Y	568	2
Visual Arts	S-R	Y	Y	Y	0	38
Marketing Management	S-R	Y	Y	Y	258	9
Accounting	S-R	Y	Y	Y	930	26

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Administrative Support	S-R	Y	Y	Y	0	1
General Management	S-R	Y	Y	Y	0	41
Manufacturing, Production, Process Development	Both	Y	Y	Y	457	19
Production	Both	Y	Y	Y	0	55
Construction	Both	Y	Y	Y	896	118
Design/Pre Construction	Both	Y	Y	Y	0	37
Early Childhood, Development and Services	S-R	Y	Y	Y	0	11
Family and Community Services	S-R	Y	Y	Y	0	0
Animal Systems	S-R	Y	Y	Y	0	85
Food Products and Processing Systems	Both				0	Brokered - 5
Restaurants and Food/Beverage Services	Both	N	Y	Y	0	Brokered - 27
Support Services (Health Sciences)	Both	Y	Y	Y	0	0
Therapeutic Services	Both	Y	Y	Y	1,495	160
Logistics, Planning and Management Services	Both	Y	Y	Y	0	0
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	230	142

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:	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>Size - Increase Number of Secondary and Post-Secondary CTE Participants & Concentrators: Due to the declining number of CTE participants at the secondary level (from 4,730 in 2021 to 4,698 in 2024) and only 53% of participants becoming concentrators (2,512 in 2024), we see a need to increase the number of CTE participants and concentrators across our districts by strengthening the scope and sequence of our courses within programs of study, introducing the concept of CTE and available secondary and post-secondary programs to students at the middle school level, and strengthening our coordination and communications within districts about how CTE fits into students’ academic programs and career opportunities.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Increase and strengthen career exploration activities for middle school students and 9th and 10th graders • Redesign high school career and college fairs to increase focus on career pathways and foundational employability skills; • Increase and improve communications to high school communities about CTE opportunities and benefits; • Ensure students have access to industry-standard equipment, materials, and experiences. • Establish and communicate well-defined pathways within career fields and clusters; • Work with secondary administrators to support master scheduling that increases access for students to multiple CTE pathway courses; • Professional development for CTE staff to differentiate courses, scaffold skills, understand and effectively implement the MDE CTE frameworks and local standards, align secondary learning and assessment activities with postsecondary coursework and industry-standard certifications, provide culturally relevant and responsive instruction, create a sense of belonging for all students, and support the development of relationships to support students on a pathway to postsecondary and/or careers • Post-secondary outreach to students in pathways that have low concentrator numbers (ie administrative support, web and communication design, etc.) 					
3. Measurable Outcomes (report results in next APR):					
<p>Increased number of secondary CTE participants to 4,933 by 6/30/26 (5% increase from 2024’s 4,698 participants) Increased percentage of secondary CTE concentrators to 58% by 6/30/26 (5% increase from 2024’s 53% concentrators) Increase the number of concentrators in these POS by 5% by June 2026.</p>					

NEED B:	This Need is in Element(s):
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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"/>
Increase Number of Entry and Exit Points for Students Within Programs of Study: As our Consortium implements newly approved programs at the secondary level, we see a need to provide increased career exploration opportunities in middle school and early high school so students can enter secondary CTE programs with diverse postsecondary and/or career pathway options.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Communicate more intentionally with high school counselors to increase access for students to CTE programs Work more closely across secondary and postsecondary organizations to clarify potential pathways for students Partner with local industries to better understand and communicate opportunities to students and families Strengthen our communications with middle school/early high school middle school administrators and counselors, and direct outreach to middle school students and families so they understand the CTE opportunities available to them in high school as well as the diverse postsecondary and career pathways to which they may lead. Ensure students have access to scaffolded industry-standard equipment, materials, and experiences 					
3. Measurable Outcomes (report results in next APR):					
Redesign and implement high school CTE career & college fairs by 6/30/26 Provide outreach re CTE to middle school(s) in each Consortium district by 6/30/26 Clarify entry and exit points for students within programs of study in course registration guides by 1/31/26 DCTC and Consortium districts will offer middle school visits to see and experience CTE programs at secondary and post-secondary levels					

NEED C:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increase Access to Industry Standard Equipment: Due to updated program approvals for our secondary programs and the merging of programs across DCTC and IHCC, we see the need to upgrade our equipment at both the secondary and post-secondary levels to align more with each other, industry standards, and local industry trends, based on input from our Advisory Committees and with a specific focus on our health sciences program of study.					
5. Strategies to address need:					
<ul style="list-style-type: none"> The Dakota County Perkins Consortium CTE Connections Liaison will bridge CTE programs, staff, and students with outside industries to strengthen understanding of and access to industry-standard equipment, materials, and experiences. All members of the Consortium will review their current CTE inventory and purchase appropriate items to keep the programs consistent with industry needs. DCTC will host CTE staff from consortium districts on the DCTC campus to meet and learn about Perkins/CTE and allow for cross-district planning. 					
6. Measurable Outcomes (report results in next APR):					
Ensure at least one industry field trip per CTE program per Consortium high school by 6/30/26 Ensure at least one industry speaker per CTE program per Consortium high school by 6/30/26 Increase size and membership diversity of CTE Advisory Committees by 6/30/26 Minutes from Advisory Committee meetings will include guidance on industry-standard equipment, materials, and experiences for secondary and post-secondary CTE students Perkins funds will be used to purchase industry standard equipment aligned to approved Programs of Study					

7. 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.

During the 2024-2025 school year, SSD 6 implemented a Health Science program which is still establishing its footing. Consortium-wide, we emphasized the addition and/or strengthening of aligned work-based learning programs to provide students with opportunities to learn and work in their communities.

ISD 192 is launching a Health Science program for the 2025-2026 school year.

ISD 200 is working to add a culinary program for the 2025-2026 school year.

ISD 659 re-launched an AFNR program in 2024-2025, and they are continuing to strengthen and grow their culinary program.

Districts consortium-wide are increasing focus on work-based learning through targeted professional development, strengthened relationships with local industries, and intentional learning programs for students. This effort is designed to improve CTE teacher retention and better meet the needs of students, staff, and local industry.

ISD 917 is undergoing a redesign of their CTE programs to better align with Consortium districts, the merging of DCTC and IHCC, and the potential merging of the Dakota County Perkins Consortium and South Metro Perkins Consortium

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

CTE course offerings are available in Consortium high schools' registration guides, but we recognize a continued need to increase our communications about CTE opportunities. For this reason, we plan to work more closely with middle school and high school administrators and counselors to improve communications with students and families about secondary and postsecondary CTE opportunities, especially now that the high schools have newly-approved programs and DCTC and IHCC are expected to fully merge by summer 2027. Prior to registration, ISD 200 will have all students visit CTE classrooms and watch promotional videos they have created that describe their CTE classes and course activities. SSD 6 has added a student led course fair that emphasizes CTE and elective courses. Every other year, ISD 197 holds a college and career fair for 7th and 8th graders, and, every year, they will have 8th

graders visit the high school to tour the building, learn about each high school department, and meet teachers and staff. BlueSky Online created professional videos to highlight their CTE courses, and they hold a virtual session to help students learn about available courses. ISD 192 holds a course fair during registration during which each department creates a booth for students and staff to communicate with students and show them some of the activities they would participate in during classes, and, during the summer, their CTE student leadership organizations participate in a similar activity. ISD 199 offers an Advanced Course Fair that includes ISD 199 CTE and concurrent enrollment offerings, as well as CTE program availability at ISD 917. ISD 917 promotes course offerings and scheduling to member districts, and member district counselors share the information with students and families.

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

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

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

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

NEED A:	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>Scope - Increase Alignment of Programs of Study with Local Needs and Industry: The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to support a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Ensure each approved program has at least one field trip, speaker, and/or work experience (i.e. - job shadowing) with a local Ensure students have access to industry-standard equipment, materials, and experiences. 					
3. Measurable Outcomes (report results in next APR):					
<p>Each Program of Study will have a minimum of three points of contact with local industries Each monthly Consortium meeting will include information about guest speakers, field trips, student opportunities, etc. Minutes from Advisory Committee meetings will include guidance on industry-standard equipment, materials, and experiences for secondary and post-secondary CTE students</p>					

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.

In addition to the existing career exploration and development work done in Consortium districts, Consortium districts and DCTC will collaborate with the Dakota-Scott County Youth

Workforce Committee to build on the successes of the 2024-2025: a) Reality Store and Reverse Job Fair event sponsored at DCTC in collaboration with the Dakota County Perkins Consortium, Dakota County CareerForce, Dakota County, and DEED Vocational Rehabilitation Services, and b) ISD 917 DCALS Pathways Fair in collaboration with DCTC. Both of these events engaged dozens of local industry and non-profit sector representatives, Advisory Committee members, community members, and educators in career-connected learning activities designed to support students to share who they are and who they want to be with industry representatives who provided information on opportunities within their field to help them achieve their goals.

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

The Dakota-Scott Youth Workforce Committee does an excellent job of collaborating with DEED and other organizations to analyze and share local and statewide workforce data, as well as current and proposed initiatives to address workforce gaps. Our Consortium will more purposefully connect with the local industries represented on the Dakota-Scott Workforce Development Board and Dakota-Scott Youth Workforce Committee to identify speakers, field trips, and job shadowing opportunities to help students understand and access high-skill, high-wage, and/or in-demand careers.

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

Due to the recent restructuring of VRS, we are unsure of how we will engage with these programs during the 2025-2026 school year.

Workforce Center Collaboration

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

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$600
3.	Postsecondary Subtotal	\$600
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	\$500
6.	Secondary Subtotal	\$500
7.	TOTAL	\$1,100

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:	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>Improve Secondary and Post-Secondary Math Proficiency: Due to the decline in math proficiency among secondary CTE students (from 33.19% in 2021 to 26.35% in 2024), we see a need to strengthen our connections between CTE courses and other academic math courses and incorporate career-specific math skills into CTE courses, when applicable. DCTC sees a need to provide tutors to assist students in math classes that are required for program completion.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Implement best practices in personal finance and financial literacy in required personal finance courses taught by CTE Business teachers • Collaborations between Business teachers and other teachers to support integration of business concepts across CTE programs • Engage CTE teachers in professional development around MCA expectations, district and school curriculum, and district level math instructional practices • Engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific math standards and real-world problem-solving in the CTE curriculum • Provide opportunities for independent work, teamwork, and cross-department collaboration to integrate math and CTE • DCTC will provide math tutors for DCTC students. In AY23, DCTC reviewed the use of tutors and made a plan on how to move forward with funding. Post-secondary leadership worked with the VP of Student Affairs to create a plan to move positions from Perkins to Gen Funds over three years. • DCTC also uses funding for Technical Skills Assessments. Areas of testing are based on student enrollment and need for a given year 					
3. Measurable Outcomes (report results in next APR):					
<p>Improved math proficiency for secondary CTE students to 27.67% by 6/30/26 (5% increase from 2024's 26.35% proficiency percentage)</p> <p>80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE & math by 6/30/26</p> <p>DCTC will see continued positive outcomes of student success and completion as demonstrated by number of students using tutoring. This will result in an increase in 1P1 and 2P1 by 3% by June 2026.</p>					

NEED B:	This Need is in Element(s):
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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>Improve Secondary Reading Proficiency: Due to the decline in reading proficiency among CTE students (from 54.05% in 2021 to 42.71% in 2024), we see a need to strengthen our connections between CTE courses and English Language Arts courses and incorporate technical reading skills into CTE courses, when applicable.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific reading standards and real-world writing and oral communications in the CTE curriculum Engage CTE teachers in professional development around MCA expectations, district and school curriculum, and district level reading instructional practices based on legislative updates and district policies/practices Provide opportunities for independent work, teamwork, and cross-department collaboration to integrate literacy and CTE 					
3. Measurable Outcomes (report results in next APR):					
<p>Improved reading proficiency for secondary CTE students to 44.85% by 6/30/26 (5% increase from 2024's 42.71% proficiency percentage)</p> <p>80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE & literacy by 6/30/26</p>					

NEED C:	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>Quality - Increase Number of Post-Secondary Credentials Earned By Secondary and Post-Secondary Students: We see a need to increase our secondary and post-secondary offerings of industry-standard certifications that will allow students to enter the workforce earning higher wages by collaborating more closely with postsecondary and industry partners to develop a scope and sequence of certifications in each program of study. We also see a need to track these data more closely across the consortium.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> Part of the work of the CTE Connections Liaison will be to systematically research and survey local industries regarding the necessary credentials for origin occupations, gateway occupations, and target occupations to bring the information back to the Consortium to continue strengthening alignment and trajectory of certifications from beginner to advanced secondary courses and beginner to advanced postsecondary courses. Ensure students have access to industry-standard equipment, materials, and experiences 					
3. Measurable Outcomes (report results in next APR):					
<p>By 12/31/26, establish a data tracking system to accurately measure the types and numbers of post-secondary credentials earned by secondary CTE students in order to increase the number and/or percentage of post-secondary credentials earned by secondary students between fall 2025 and spring 2026 semesters</p>					

4. Provide additional narrative to address the following:
- 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

Our Consortium secondary and postsecondary instructors and students will work collaboratively with industry representatives to continue strengthening our CTE programs to better understand and prepare students to meet the entry-level requirements of postsecondary education and career field occupations. CTE teachers will have opportunities to participate in professional development and training sessions to learn new technical skills and content so they can provide students with instruction designed to help them meet industry standards. Throughout our Consortium, our secondary schools are considering and enhancing academic pathways for students to prepare them more effectively for postsecondary options based on their understanding of their own personalities, career interests, and life goals.

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

Our Consortium secondary district teachers and administrators, including curriculum and/or teaching and learning specialists and/or teams, will individually, collaboratively, and with Advisory Committees and higher education partners analyze the MDE CTE frameworks and national and local CTE standards to strengthen integration of foundational academic skills into CTE and vice versa. By working toward incorporating CTE programs into existing curriculum review processes in each district, we hope to engage a broader audience in conversations about the role of CTE in individual and overall student learning plans.

- 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)

Based on our survey of interested parties and conversations with Consortium district and site leaders, we plan to continue working toward career-connected learning by:

- Educating multiple interested parties within school communities about CTE opportunities and benefits
- Leveraging opportunities to integrate CTE and other academic knowledge, skills, and experiences;
- Leveraging opportunities to provide dual credit (i.e. – CTE credit equivalency, concurrent enrollment, etc.) and strengthen secondary CTE pathways so secondary students use their time effectively and efficiently
- Increasing mentorship and outside-of-school experiences

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:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Need: Address Secondary and Post-Secondary CTE Performance Outcomes and Gaps for Special Population Students: At the secondary level, we see imbalances across student groups based on gender, racial/ethnic backgrounds, and socioeconomics. The total number of male CTE participants (2,321) and concentrators (1,475) is higher than the total number of female participants (2,217) and concentrators (925), with a large gap seen between the percentage of male concentrators (38.86%) and female concentrators (29.44%). We also see gender segregation across a number of our programs of study. Similar participant and concentrator gaps are seen between white students and students of color, as well as between students who do not receive free/reduced price lunch and those who do. At the post-secondary level, special population students are facing challenges in meeting performance indicators, compared to 67.04% of all postsecondary students in 2024 earning postsecondary credentials. Post-secondary students with disabilities are 21%+ below, single parents are 10%+ below, and out of workforce individuals are 10%+ below the college average for concentrators.</p>					
<p>2. Strategies to address need:</p> <ul style="list-style-type: none"> • Part of the work of the CTE Connections Liaison will be to reach out to local and statewide businesses and organizations led by or advocating for underrepresented racial/ethnic groups in CTE, then collaborate with Consortium districts to set up field trips, speakers, and/or job shadowing opportunities. • We will also engage CTE teachers in analysis of student demographics and professional development on bias and cultural responsiveness and relevance, as well as creating a sense of belonging and supporting the academic and professional growth of individuals from diverse student populations. • To address the barrier of transportation, we will put more funding into student busing for field trips for secondary students to engage in out-of-school experiences in industry settings with industry representatives. • We will also focus on bringing speakers in in-person and/or virtually to connect students with themselves and their industry. In our survey of interested parties, we saw a lack of attention to “financial well-being” in CTE secondary and postsecondary programs, and we believe increased attention to the short-term and long-term benefits of CTE certifications, postsecondary training, work opportunities, and career pathways will help increase socioeconomic diversity in our CTE programs. • DCTC will provide tutors for DCTC Special Populations CTE students. In AY23, DCTC reviewed the use of tutors and made a plan on how to move forward with funding. Post-secondary leadership worked with the VP of Student Affairs to create a plan to move positions from Perkins to Gen Funds over three years. • DCTC also uses funding for Technical Skills Assessments. Areas of testing are based on student enrollment and need for a given year • DCTC will provide additional resources to Special Population CTE students needing support by hiring a CTE liaison for the Office of Accessibility Resources. 					

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

Participant and concentrator numbers in secondary CTE programs in each Consortium district will closely approximate the gender, racial/ethnic, and socioeconomic balances within their district by 6/30/26.
As a result of the above strategies there will be an improvement in 2P1 performance gap data for special populations in 2P1. Specifically, students with disabilities, single parents, and out of workforce individuals will improve by 2%.

1. Provide additional narrative to address the following:

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

The CTE Connections Liaison will play a large role in increasing success for special populations within CTE, and our work with Consortium district administrators, middle and high school counselors, local industries, and district communities to seek and develop opportunities for students to explore and consider careers in middle and early high school will help address issues of access.

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

By more closely aligning our CTE programs and courses to the scope and sequence outlined in the MDE CTE Frameworks and local standards, incorporating explicit instruction about financial well-being and how to achieve it within different CTE pathways, increasing access to outside-of-school experiences with industry, and improved communication and collaboration between and among secondary schools, post-secondary schools, families, and local industries, we can better support self-sufficient adults.

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

Across the Consortium, we will have a greater emphasis on career-connected learning through increased work-based learning programs aligned to more programs of study, a redesign of the ISD 917 CTE program to strengthen pathways from Consortium districts to and through post-secondary programs, building on our pilot Reverse Job Fair, and continued work by the CTE Connections Liaison to strengthen relationships between and among secondary schools, post-secondary institutions, industry, and community.

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

By providing professional development for CTE, improving our work with middle school and high school counselors, communicating and collaborating with the broader school

communities within our Consortium districts, and analyzing and acting on our student demographic data, we will ensure members of special populations will not be discriminated against and have equal access to CTE.

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:	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>Scope - Increase Alignment of Programs of Study with Local Needs and Industry: The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to hire a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • To increase, diversify, and better align our work-based learning opportunities with CTE pathways, our CTE Connections Liaison will develop connections with local industries and work with Work-Based Learning instructors and students to find appropriate WBL locations. • We will support more teachers to earn WBL endorsements and increase support for the staff members who participated in Work-Based Learning professional development with Lakes Country between 2023 and 2025 to increase capacity and the number of teachers available to support secondary students through WBL experiences. 					
3. Measurable Outcomes (report results in next APR):					
<p>Increased number of available Work-Based Learning employers by 6/30/26 Increased diversity of available Work-Based Learning employers by 6/30/26 Increased number of endorsed Work-Based Learning teachers by 6/30/26</p>					

1. Provide additional narrative to address the following:
 - a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

At the secondary level, we have approved Work-Based Learning programs in seven of our nine Consortium districts. Seven of these districts have diversified programs, and five have ACTE-Special Education programs.

- 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.

Our CTE Connections Liaison will make direct connections with local industries throughout Dakota County to share the work we are doing within our Consortium to support students to enter high-wage, high-skill, in-demand careers, assess if the business is a good match for Work-Based Learning, and work with secondary and postsecondary staff to appropriately place and/or support students. We will also invite local employers to our CTE events so they can directly connect with students.

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

Funds will be used for the CTE Connections Liaison, to support professional development for teachers who are seeking Work-Based Learning endorsements, for collaboration of WBL teachers across Consortium districts, and for collaboration with the Dakota-Scott County Youth Workforce Committee to connect students and employers.

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Increase Number of Post-Secondary Credits Earned By Secondary and Post-Secondary Students: Due to a decreased number of post-secondary credits earned by secondary students since 2021, we see a need for increased collaboration between secondary and postsecondary instructors and leadership to support more secondary students to earn more college credits during high school CTE programs through concurrent enrollment and/or contract courses. DCTC has implemented Welding, Math for Trades, A&P, Medical Terminology and Nursing Assistant courses at various high schools, and they would like to expand these and other offerings to more Dakota County Perkins Consortium districts. This is a joint Secondary and Postsecondary effort.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • We will work with our district human resources departments to better understand the requirements for CTE concurrent enrollment teachers so they can recruit more effectively for teachers with the appropriate licensure and graduate credits. • We will improve our communications with students, families, and counselors about available concurrent enrollment opportunities and the benefits of earning high school and college credits in one course. • We will collaborate more effectively across our secondary and postsecondary institutions to establish more opportunities for secondary students to participate in postsecondary courses while in high school. • DCTC will support outreach and recruitment efforts by using staff salaries to promote and increase secondary participation in Early College. • This also includes providing college mentors for secondary instructors. • Increase in Marketing efforts to improve the enrollment of secondary students. 					
3. Measurable Outcomes (report results in next APR):					
<p>By 12/31/24, establish a data tracking system to accurately measure the types and numbers of post-secondary credentials earned by secondary CTE students in order to increase the number and/or percentage of post-secondary credentials earned by secondary students between fall 2024 and spring 2025 semesters</p> <p>See an increase of 5% in secondary participation in early college programs by June 2026.</p>					

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?

SSD 6 offers concurrent enrollment Business courses with Inver Hills Community College. ISD 197 offers College Success Strategies through their FCS through Inver Hills Community College, and Job Search Skills through their WBL program through DCTC. ISD 192 offers Intro to Computer Systems through the University of Minnesota. ISD 200 offers concurrent enrollment Business, FCS, and Metals courses with Chippewa Valley Technical College.

DCTC continues to support the **Director and Coordinator of K12 as these positions work on Perkins, Concurrent Enrollment and PSEO by Contract classes. Funds will also support the required annual Concurrent Enrollment professional development day. Professional development opportunities are provided for the high school teachers to keep updated on college courses as well as to participate in the intellectual and collegial community of the college. The workshops function as faculty meetings for CE courses. Faculty work with the high school teacher to prepare the content, pedagogy, assessment and syllabus for the college course they will be teaching. The professional development opportunity also provides the teachers with processes, policies and updates relevant to teaching for the college.**

Narrative 8: Support to Professionals

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

1234

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

NEED A:	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>Increase Number and Percentage of Secondary CTE Staff With Concurrent Enrollment Credentials: Due to the small number and percentage of secondary CTE instructors who have concurrent enrollment credentials, we see a need to collaborate within and across secondary and postsecondary schools to recruit, provide professional development opportunities, seek funding, and communicate opportunities to prospective and current CTE staff regarding Pathway to 18 and/or other pathways to concurrent enrollment credentialing. We also see a need to track these data more closely across the consortium.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> We will work closely with postsecondary partners, human resources staff, local industries, and current and prospective CTE faculty to understand and develop plans to meet the requirements for teaching concurrent enrollment courses. 					
3. Measurable Outcomes (report results in next APR):					
By 6/30/26, provide professional development for all CTE teachers to share requirements to teach concurrent enrollment courses, then set goals and align funding sources to support teachers to meet concurrent enrollment teaching requirements.					

NEED :B	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Improve Training of CTE Professionals – With the new five-year approvals of CTE programs aligned to Perkins V legislation, the MDE CTE Frameworks, and related national and/or local frameworks, including the new National CTE Frameworks, we see a need to provide improved and in-depth training of CTE secondary and postsecondary CTE leaders, district and college administrators, instructors, faculty, and staff. There is also a need to have these same staff be aware of the requirements for earning college credits while in high school through CTE programs. Additional training for more staff will also support transition as CTE educator and leadership changes occur.</p>					

<p>2. Strategies to address need:</p> <ul style="list-style-type: none"> • State leadership in conjunction with secondary and post-secondary Perkins Coordinators will coordinate Perkins 101 training and mentorship for new and existing Perkins leadership, administration, staff, faculty, and instructors starting in fall of 2026. Consortium leaders and staff will also attend conferences related to Perkins. • Consortium teachers will come together with postsecondary instructors and/or staff, industry partners, and/or CTE professionals to develop continuous improvement plans and strategies to better align secondary, postsecondary, and industry knowledge, skills, equipment use, etc. in fall 26 and spring 26. • The secondary Perkins Coordinator and CTE Connections Liaison will also work to integrate CTE more seamlessly into high school schedules, curricula, and programs so foundational literacy, math, and employability skills are developed and built on across all CTE and non-CTE subject areas. This will be an ongoing activity for FY26. • Post secondary staff will attend training for dual enrollment including the NACEP conference and other relevant conferences or workshops during FY 26.
<p>3. Measurable Outcomes (report results in next APR):</p> <ul style="list-style-type: none"> • 80% of secondary CTE staff will participate in Perkins professional development • District and College personnel will attend Perkins trainings and conferences and will report an increased understanding of the program and processes. • Postsecondary staff will attend at least 2 conferences and/or workshops and will maintain NACEP accreditation.

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

An ongoing challenge of recruiting CTE teachers directly from industry is the large pay gap between the education profession and most other professions. At the same time, we recognize the benefits to students, staff, communities, and industries to have experienced professionals in secondary and postsecondary classrooms, as well as the training necessary to support industry professionals to transition into the field of education. To address these issues, our Consortium, including our CTE Connections Liaison and Perkins Coordinators, will lead conversations with industries to explore and establish pathways between industry and education, particularly with individuals from underrepresented groups in education. We will also, during our CTE Career and College Fairs, design opportunities for secondary students to consider CTE teaching as a future career.

- 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.

We will work closely with postsecondary partners, human resources staff, local industries, and current and prospective CTE faculty to understand and develop plans to recruit, train, and retain staff to meet the requirements for teaching CTE and CTE concurrent enrollment

courses. We will also support professional development within and across Consortium districts and DCTC to support continuous learning and ensure licensing requirements are met. We will leverage resources throughout the state, including those offered by Lakes Country Co-Op to support work-based learning endorsements and licensure via portfolio review process.

Post-Secondary – Focus areas for professional development at DCTC will be state CTE and national CTE conferences, program related conference and training as well as the required attendance at meetings and trainings.

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:	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"/>
Address Gender Imbalances in Secondary and Postsecondary CTE Programs: Due to the gender imbalances we see across our Consortium in terms of concentrators (while 47% of our CTE participants are female, only 39% of our concentrators are female) and in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance. Female students are overrepresented in Human Services (75%) and Health Sciences (86%) and underrepresented in Business, Management, & Administration (36%), Engineering, Manufacturing, & Technology (7%), Agriculture, Food, and Natural Resources (33%), and Arts, Communications, & Information Systems (17%).					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Part of the work of the CTE Connections Liaison and Perkins Coordinator at the Postsecondary level will be to reach out to local and statewide businesses and organizations led by or advocating for underrepresented gender groups in CTE, then collaborate with Consortium districts to set up field trips, speakers, and/or job shadowing opportunities. • We will also engage CTE teachers in analysis of student demographics and professional development on bias and cultural responsiveness and relevance, as well as creating a sense of belonging and supporting the academic and professional growth of individuals from diverse student populations. 					
3. Measurable Outcomes (report results in next APR):					
Improve gender balances in at least three CTE career fields to be closer to 50% male/50% female across the Consortium by 6/30/25					

NEED B:	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"/>

Increase Racial/Ethnic Diversity in Secondary and Postsecondary CTE Programs: Due to the racial/ethnic imbalances we see across our Consortium in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance to make progress toward our CTE program participant percentages approximating demographic percentages Consortium-wide and within district. While four of our consortium districts have racially diverse student populations (White students make up less than 50% of the student population), in our five largest programs (Human Services; Business, Management, & Administration; Engineering, Manufacturing, & Technology; Agriculture, Food, & Natural Resources; and Arts, Communications, & Information Systems) White students make up the majority of participants (63% to 85%).

2. Strategies to address need:

- Part of the work of the CTE Connections Liaison and Perkins Coordinator at the Postsecondary level will be to reach out to local and statewide businesses and organizations led by or advocating for underrepresented racial/ethnic groups in CTE, then collaborate with Consortium districts to set up field trips, speakers, and/or job shadowing opportunities.
- We will also engage CTE teachers in analysis of student demographics and professional development on bias and cultural responsiveness and relevance, as well as creating a sense of belonging and supporting the academic and professional growth of individuals from diverse student populations.

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

Racial/ethnic balances in at least 50% of CTE programs in each Consortium district closely approximate racial/ethnic balances within their district

NEED C:	This Need is in Element(s):				
2. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Increase Socioeconomic Diversity in Secondary and Postsecondary CTE Programs: Due to the socioeconomic imbalances we see across our Consortium in many of our CTE programs, we see a need to examine and remove or decrease economic barriers to participating in CTE programs (including transportation), increase understanding about how CTE programs can support financial well-being, increase communications about CTE education and work opportunities, and engage CTE staff in professional development around bias and cultural responsiveness and relevance. While our district-wide free-reduced price lunch percentages range from 20% to 57% across our nine Consortium districts, our five largest CTE programs (Human Services; Business, Management, & Administration; Engineering, Manufacturing, & Technology; Agriculture, Food, & Natural Resources; and Arts, Communications, & Information Systems) range between 20% and 35%.</p>					
3. Strategies to address need:					
<ul style="list-style-type: none"> • To address the barrier of transportation, we will put more funding into student busing for field trips for secondary students to engage in out-of-school experiences in industry settings with industry representatives. • We will also focus on bringing speakers in in-person and/or virtually to connect students with themselves and their industry. • In our survey of interested parties, we saw a lack of attention to “financial well-being” in CTE secondary and postsecondary programs, and we believe increased attention to the short-term and long-term benefits of CTE 					

certifications, postsecondary training, work opportunities, and career pathways will help increase socioeconomic diversity in our CTE programs.
4. Measurable Outcomes (report results in next APR):
Socioeconomic balances in at least 50% of CTE programs in each Consortium district closely approximate racial/ethnic balances within their district

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?

While our data demonstrate some performance gaps, the biggest issue for our Consortium is engaging more students from underrepresented groups in our CTE programs. For that reason, we have repeated our access goals above.

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

We will build more data analysis, and, specifically, data analysis per student subgroups, into our CTE teacher professional development so we can reflect on our curriculum, instruction, and assessment practices and work with instructional and support teams to intervene if/as needed with individual students.

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:	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>Need: There is a need to work in conjunction with two consortia (Dakota County and South Metro) to provide a process that facilitates the merger of two consortia into one.</p> <p>Current Situation: Inver Hill Community College (South Metro) and Dakota County Technical College (Dakota County) are merging into one institution in the coming years. The definition of a consortium does not allow for two consortia to share a postsecondary institution</p> <p>Data /Source: This announcement was made by Minnesota Colleges and Universities during Winter/Spring of 2025. The source was both the system office and the college president</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Fund a FTE Perkins Coordinator at the post-secondary level • Fund Post Secondary K12 Director/Coordinator • Fund a part-time Secondary Perkins Coordinator in 2025-2026 • Explore the possibility of funding a 1.0 FTE Secondary Perkins Coordinator for 2026-2027 and beyond 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • 					

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

- Processes and structures in place to ensure secondary and postsecondary collaboration, and
- Communication systems in place to ensure all consortium members are continually informed.
- Note any areas of governance that are being developed or improved.

The Dakota County Perkins Consortium has established a governance model that engages representatives from each secondary district in continuous learning, collaborative decision-making, and a deeper understanding of the strengths and needs of each of our Consortium districts and communities. Our monthly meetings are planned and led by our secondary Perkins Coordinator, and we rotate our physical meetings at different Consortium school districts so we can see Consortium students, teachers, and programs in action. This allows us to develop our understanding of how CTE fits into the larger context of the high school in each district, see Perkins-funded equipment and how it is used, and get ideas from each other about physical space, instructional materials, and scheduling. Each district develops its own process for determining who represents their district on the Dakota County Perkins Consortium team.

As a Consortium, we review each request for Perkins funds together during our monthly meetings so we can remind ourselves of and/or review appropriate uses of funds, our application, our CLNA, and previous funding requests. At the beginning of the school year, our secondary Perkins Coordinator creates a spreadsheet for each district with their approved CTE programs, teachers, and courses, as well as space for descriptions of the requested items, Perkins priorities, alignment to application and CLNA, etc.

The postsecondary Perkins Coordinator attends many of our Perkins Consortium meetings, but we still need to work on establishing clear processes and structures to ensure secondary and postsecondary collaboration, particularly among CTE instructors to more strongly align our programs of study.

Our monthly meetings provide great opportunities for in-person communications, and, between meetings, the secondary Perkins Coordinator sends email updates, has phone calls and/or virtual meetings with individuals, as needed.

As the Dakota County Perkins Consortium and South Metro Perkins Consortium merge, Consortium representatives and Coordinators, district leaders, school leaders, and/or CTE teachers will work together to draft a governance structure for the future.

Narrative 11: Reserve Funds

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

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Improve Recruitment of CTE Professionals: Our numbers and types of programs of study are limited due to our ability to recruit secondary CTE teachers and, especially, CTE teachers from underrepresented groups or who meet concurrent enrollment credential requirements. Many of our teachers have Out of Field Placement licenses that have strict limitations and require already working teachers to add additional graduate coursework to their plates to obtain Tier 1, 2, 3, or 4 licensure. We also have Business (Non Vocational Teachers) who require OFPs to teach Business CTE courses. We see a need to continue to work closely with PELSB, MN State and other higher education institutions, the human resources departments within our own organizations, external CTE organizations, Career & Technical Student Organizations, and industry representatives to improve communications and support for secondary CTE licensure.</p>					
<p>Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<p>Increase outreach to recruit appropriately-licensed and/or could-be-licensed individuals to teach in our secondary CTE programs; invite industry representatives in to see our programs and students in action more regularly; engage current students in discussions about the possibility of becoming a CTE educator in the future</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Decreased number/percentage of secondary CTE teachers with Out of Field Placement licensures</p>					

NEED B:	This Need is in Element(s):

1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Improve Training of CTE Professionals: As we enter the first year of our program approvals and teachers implement local CTE standards, we see a need for continued training to understand and effectively implement the new standards, align secondary learning and assessment activities with postsecondary coursework and industry-standard certifications, provide culturally relevant and responsive instruction, create a sense of belonging for all students, support improved academic achievement in reading and math, and support the development of relationships to support students on a pathway to postsecondary and/or careers.					
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
Create opportunities for CTE teachers from across the Consortium districts to participate in professional development as a whole group and in small groups throughout the school year					
3. Measurable Outcomes (report results in next APR):					
80% of CTE teachers participate in at least one targeted professional development session to improve CTE curriculum, instruction, assessments, and learning environments by 6/30/26					

NEED C:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase Number of Health Sciences Programs at Secondary Levels and Strengthen Post-Secondary Health Sciences Program: Since health care and social services is the is the Metro Area's largest-employing industry sector, we see a need to increase and strengthen the health sciences programs in the Dakota County Perkins Consortium at both the secondary and post-secondary levels by fostering a strong foundation in newly-created secondary programs and ensuring the post-secondary experience prepares students to transition easily into the workforce by utilizing industry-standard equipment, per Advisory Committee guidance, at the high school and college levels.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
5. Strategies to address need:					
Purchase updated equipment in manufacturing and healthcare based upon recommendations based on faculty and advisory committee members.					
6. Measurable Outcomes (report results in next APR):					
The identified equipment will be purchased by January 2026. This will allow students to increase their skills using up to date equipment.					

7. 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.

We will focus on addressing participation and performance gaps based on gender, race/ethnicity, and socioeconomic distinction.

- 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.

We will focus Reserve funds on the expansion of the Health Sciences program at SSD 6 and AFNR Natural Resources, Energy, and Environmental Service Systems pathway at ISD 192, ISD 659, and ISD 195.

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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

To be submitted with the 2024 Local Application

Consortium Name:	Dakota County Perkins Consortium
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Purpose of the CLNA Results and Priorities

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

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

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

The Dakota County Perkins Consortium used a multi-pronged approach to gather and analyze data from multiple parties interested in career and technical education in pK-12 schools in the area, as well as at Dakota County Technical College. Since this is a program approval year for us as well, the CLNA work fit in nicely with long-term planning at each district, especially since a number of districts have had administrative turnover and/or reorganization at the high school and district level since CTE programs were last approved five years ago. We utilized Real-Time Talent data; data from local governments, Chambers of Commerce, etc.; secondary secure reports; structured conversation with the Dakota-Scott County Youth Workforce Committee; interviews with Superintendents and/or high school principals; conversations across organizations; a survey of:

- District and school leaders
- CTE and non-CTE high school teachers
- High school CTE and non-CTE students
- High school CTE and non-CTE families
- Local youth and adult workforce representatives
- Local industry representatives (Advisory boards and others)
- Postsecondary faculty
- Postsecondary students

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

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

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

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

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

[illegible]

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gap s	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: Improve Secondary Math Proficiency		x		x				x			
Need B: Improve Secondary Reading Proficiency		x		x				x			
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Size - Increase Number of Secondary CTE Participants		x		x							
Need B: Size - Increase Number of Secondary CTE Concentrators		x									
Need C: Scope - Increase Alignment of Programs of Study with Local Needs and Industry		x	x			x				x	
Need D: Quality - Increase Number of Post-Secondary Credentials Earned By Secondary Students		x		x							
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Increase Number of Post-Secondary Credits Earned By Secondary Students							x				
Need B: Increase Number and Percentage of Secondary CTE Staff With Concurrent Enrollment Credentials								x			x
Need C: Increase Number of Entry and Exit Points for Students Within Programs of Study		x									
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Improve Recruitment of CTE Professionals											x
Need B: Improve Training of CTE Professionals								x			x
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Address Gender Imbalances in Secondary CTE Programs					x				x		
Need B: Increase Racial/Ethnic Diversity in Secondary CTE Programs					x				x		

Prioritized Needs / Barriers:	Narratives to Address the Need										
Need C: Increase Socioeconomic Diversity in Secondary CTE Programs					x				x		

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

Based on our 1/23/24 Consortium Performance Report, the Dakota County Perkins Consortium has demonstrated actual performance levels far above the secondary and postsecondary State Determined Performance Levels in every category for the past three years (2021-2023). We have, however, seen declines in both Secondary and Postsecondary Participants and Concentrators, as well as secondary academic proficiency in reading (2S1) and math (2S2), post-program placement, and nontraditional program concentration (4S1), and Earned Recognized Postsecondary Credentials (2P1) during that time. This report implies the need to increase the following measures across the Dakota County Perkins Consortium:

- Secondary:
 - Number of CTE participants
 - Number of CTE concentrators
 - Reading proficiency
 - Math proficiency
 - Post-program placements
 - Nontraditional program concentration

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 **Improve Secondary Math Proficiency**: Due to the decline in math proficiency among secondary CTE students (from 33.19% in 2021 to 24.28% in 2023), we see a need to strengthen our connections between CTE courses and other academic math courses and incorporate career-specific math skills into CTE courses, when applicable. DCTC sees a need to provide tutors to assist students in classes that are required for program completion.

E1-Need B **Improve Secondary Reading Proficiency**: Due to the decline in reading proficiency among CTE students (from 54.05% in 2021 to 45.98% in 2023), we see a need to strengthen our connections between CTE courses and English Language Arts courses and incorporate technical reading skills into CTE courses, when applicable.

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: Size - Increase Number of Secondary CTE Participants: Due to the declining number of CTE participants at the secondary level (from 4,730 in 2021 to 4,498 in 2023), we see a need to increase the number of CTE participants across our districts by strengthening our programs of study, introducing the concept of CTE and available secondary programs to students at the middle school level, and strengthening our coordination and communications within districts about how CTE fits into students' academic programs.

E2-Need B Size - Increase Number of Secondary CTE Concentrators: Due to the declining number of CTE concentrators at the secondary level (from 2,031 in 2021 to 1,957 in 2023), we see a need to increase the number of CTE concentrators across our districts by strengthening our programs of study, introducing the concept of CTE and available secondary programs to students at the middle school level, strengthening the scope and sequence of our courses within programs of study, and strengthening our coordination and communications within districts about how CTE fits into students' academic programs.

E2-Need C Scope - Increase Alignment of Programs of Study with Local Needs and Industry: The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to hire a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.

E2-Need D Quality - Increase Number of Post-Secondary Credentials Earned By Secondary Students: We see a need to increase our secondary offerings of industry-standard certifications that will allow students to enter the workforce earning higher wages by collaborating more closely with postsecondary and industry partners to develop a scope and sequence of certifications in each program of study.

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 Increase Number of Post-Secondary Credits Earned By Secondary Students: We see a need for increased collaboration between secondary and postsecondary instructors and leadership to support more secondary students to earn more college credits during high school CTE programs through concurrent enrollment and/or contract courses and to track these data more closely across the consortium. DCTC has implemented Welding, Medical Assistant, and Construction Management courses at various high schools, and they would like to expand these offerings in as many high schools as possible due to the workforce need and opportunities for students.
E3-Need B Increase Number and Percentage of Secondary CTE Staff With Concurrent Enrollment Credentials: Due to the small number and percentage of secondary CTE instructors who have concurrent enrollment credentials, we see a need to collaborate within and across secondary and postsecondary schools to recruit, provide professional development opportunities, seek funding, and communicate opportunities to prospective and current CTE staff regarding Pathway to 18 and/or other pathways to concurrent enrollment credentialing. We also see a need to track these data more closely across the consortium.
E3-Need C Increase Number of Entry and Exit Points for Students Within Programs of Study: As our Consortium works toward five-year program approval at the secondary level, we see a need to provide increased career exploration opportunities in middle school and early high school so students can enter secondary CTE programs with diverse postsecondary and/or career pathway options.

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: Improve Recruitment of CTE Professionals:	Our numbers and types of programs of study are limited due to our ability to recruit secondary CTE teachers and, especially, CTE teachers from underrepresented groups or who meet concurrent enrollment credential requirements. Many of our teachers have Out of Field Placement licenses that have strict limitations and require already working teachers to add additional graduate coursework to their plates to obtain Tier 1, 2, 3, or 4 licensure. We also have Business (Non Vocational Teachers) who require OFPs to teach Business CTE courses. We see a need to continue to work closely with PELSB, MN State and other higher education institutions, the human resources departments within our own organizations, external CTE organizations, Career & Technical Student Organizations, and industry representatives to improve communications and support for secondary CTE licensure.
E4-Need B Improve Training of CTE Professionals:	As we enter the first year of our program approvals and teachers implement local CTE standards, we see a need for continued training to understand and effectively implement the new standards, align secondary learning and assessment activities with postsecondary coursework and industry-standard certifications, provide culturally relevant and responsive instruction, create a sense of belonging for all students, support improved academic achievement in reading and math, and support the development of relationships to support students on a pathway to postsecondary and/or careers.

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*](#).

Based on our Consortium’s Secondary Secure Reports (Enrollment: Course Report, Enrollment: Participants and Concentrators, P-File Reports, and Perkins V Pipeline Career Field Reports), it is clear we have work to do to ensure equal access across our CTE programs for all secondary students per gender, race/ethnicity, economic status, and English Language Learner status. Our white, non-economic disadvantaged, non-English Learners are disproportionately represented in our CTE programs.

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: Address Gender Imbalances in Secondary CTE Programs: Due to the gender imbalances we see across our Consortium in terms of concentrators (while 47% of our CTE participants are female, only 39% of our concentrators are female) and in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance. Female students are overrepresented in Human Services (75%) and Health Sciences (86%) and underrepresented in Business, Management, & Administration (36%), Engineering, Manufacturing, & Technology (7%), Agriculture, Food, and Natural Resources (33%), and Arts, Communications, & Information Systems (17%).

E5-Need B Increase Racial/Ethnic Diversity in Secondary CTE Programs: Due to the racial/ethnic imbalances we see across our Consortium in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance to make progress toward our CTE program participant percentages approximating demographic percentages Consortium-wide and within district. While four of our consortium districts have racially diverse student populations (White students make up less than 50% of the student population), in our five largest programs (Human Services; Business, Management, & Administration; Engineering, Manufacturing, & Technology; Agriculture, Food, & Natural Resources; and Arts, Communications, & Information Systems) White students make up the majority of participants (63% to 85%).

E5-Need C Increase Socioeconomic Diversity in Secondary CTE Programs: Due to the socioeconomic imbalances we see across our Consortium in many of our CTE programs, we see a need to examine and remove or decrease economic barriers to participating in CTE programs (including transportation), increase understanding about how CTE programs can support financial well-being, increase communications about CTE education and work opportunities, and engage CTE staff in professional development around bias and cultural responsiveness and relevance. While our district-wide free-reduced price lunch percentages range from 20% to 57% across our nine Consortium districts, our five largest CTE programs (Human Services; Business, Management, & Administration; Engineering, Manufacturing, & Technology; Agriculture, Food, & Natural Resources; and Arts, Communications, & Information Systems) range between 20% and 35%.

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$190,458.21	\$26,308.54	\$216,766.75
Postsecondary Allocation:	\$259,564.75	\$26,308.54	\$285,873.29
Total Consortium Allocation:	\$450,022.96	\$52,617.08	\$502,640.04

INSERTING ADDITIONAL ROWS

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

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

DATA ENTRY

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

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

SUMMARY SPREADSHEET

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

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

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

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

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

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

Dakota County Perkins Consortium Narrative Funding--Secondary

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
110 Administration/Supervision	0.25 Secondary Perkins Consortium Coordinator (=640 hours x \$57.67 per hour)										\$37,000.00	\$37,000.00
140 Licensed Classroom Teacher	0.5 FTE CTE Connections Coordinator (\$50,000) Collaborative work between secondary, post-secondary, & industry representatives to strengthen programs of study (\$6,807.05)		\$57,307.05		\$2,500.00	\$2,500.00				\$2,500.00		\$64,807.05
145 Substitute Teacher Salaries	Consortium representative attendance at Perkins meetings and events										\$2,500.00	\$2,500.00
												\$0.00
												\$0.00
												\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$57,307.05	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$39,500.00	\$104,307.05
210 FICA/Medicare											\$1,800.00	\$1,800.00
214 PERA (Public Employees Retirement Association)											\$1,500.00	\$1,500.00
218 TRA (Teachers Retirement Association)			\$2,188.00									\$2,188.00
220 Health Insurance			\$10,000.00								\$5,800.00	\$15,800.00
235 Dental Insurance			\$744.00								\$420.00	\$1,164.00
230 Life Insurance			\$50.00								\$120.00	\$170.00
240 Long Term Disability Insurance			\$63.00								\$80.00	\$143.00
251 Employer Sponsored Health Reimbursement Arrangements (HRA)			\$1,000.00								\$500.00	\$1,500.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$14,045.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,220.00	\$24,265.00
366 Travel, Conventions and Conferences	Student busing for visits to businesses, CTE field trips, CTSSO events, Career & College Fairs, & events Consortium governance - monthly meetings, etc. CTEWorks! registration, travel, lodging, etc. CTE teacher conferences to support consortium learning CTE Student Organization competitions (Advisor costs)		\$23,500.00									\$23,500.00
368 Out-Of-State Travel, Federal Reimbursed	CTE teacher conferences to support consortium learning and CTE Student Organization events & competitions								\$6,000.00			\$6,000.00
												\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$23,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$29,500.00
461 Standardized Tests	Student certifications (i.e. - OSHA, Adobe, etc.)		\$10,000.00									\$10,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
530 Other Equipment Purchased			\$22,386.16									\$22,386.16
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$22,386.16	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,386.16
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												\$0.00
2025-2026 Proposed Budget		\$0.00	\$127,238.21	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$6,000.00	\$2,500.00	\$49,720.00	\$190,458.21

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

[illegible]

(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
			Health Sciences & AFNR	
140 Licensed Classroom Teacher		\$2,500.00	\$2,500.00	\$5,000.00
145 Substitute Teacher Salaries		\$10,000.00	\$2,500.00	\$12,500.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$12,500.00	\$5,000.00	\$17,500.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
530 Other Equipment Purchased			\$8,808.54	\$8,808.54
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$8,808.54	\$8,808.54
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				

2025-2026 Proposed Budget		\$12,500.00	\$13,808.54	\$26,308.54
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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	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

*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.*

Our consortium will invest in positions during the 2024-2025 school year to strengthen connections within, across, and beyond our consortium school districts to strengthen our current and future programs of study, support for special populations, and governance. These will include the following:

*Secondary Perkins Consortium Coordinator (Narrative 10; UFARS 110; 0.25 FTE) - \$37,000

*CTE Connections Coordinator (Narrative 2, 5, 6; UFARS 140; 0.5 FTE) - \$60,000

*Licensed Classroom Teacher Time (Narratives 2, 4, 5, 8; UFARS 140) - \$6,807.05

*Substitute Teacher Salaries (Narrative 10; UFARS 145) - \$2,500

*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.*

Services and subawards expenditures will be used to support students and staff to engage with CTE in the real world through student field trips, student organization events and competitions, and CTE teacher conferences, and CTE Career & College Fairs. Funding includes:

*Travel, Conventions, and Conferences (Narratives 2 & 10; UFARS 366) - \$23,500

*Out-of-State Travel (Narrative 8; UFARS 368) - \$6,000

SECONDARY Narrative for Perkins V Application

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

To support our students to develop industry-standard skills and complete certifications while in high school, we will invest in student certifications, including OSHA, Adobe, and others. Funding includes:

*Student certification exams (Narrative 2; UFARS 461) - \$10,000

*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.*

To support students to meet industry standards through their learning experiences, particularly in our prioritized Programs of Study, we have budgeted \$22,386.16 in UFARS code 530 .

SECONDARY Narrative for Perkins V Application

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

We do not plan to use funds for this reason.

*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.*

Our consortium will focus on decreasing performance gaps and developing/improving our Health Sciences program at SSD 6 and ISD 192, and AFNR programs at ISD 192 and ISD 659 with our reserve funds. We have budgeted for substitute coverage and teacher time so our CTE teachers can engage in professional development on incorporating math and literacy into CTE, creating a sense of belonging for diverse student populations, the MDE CTE Frameworks and local standards, etc. For these reasons, we have budgeted as follows:

*Substitute Teacher Salaries (UFARS 145) - \$12,500 (\$10,000 for Decreasing Performance Gaps and \$2,500 for Programs of Study)

*Licensed Classroom Teacher (UFARS 140) - \$5,000 (\$2,500 for Decreasing Performance Gaps and \$2,500 for Programs of Study)

*Other Equipment Purchased (UFARS 530) - \$9794.95 for Programs of Study

(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.



259,564.75

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

[illegible]

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Sciences & AFNR	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Healthcare and Manufacturing Program Equipment	DCTC will use the reserve dollars to upgrade and develop programs in the area of healthcare and manufacturing.		\$26,308.54	\$26,308.54
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$26,308.54	\$26,308.54
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
20245-2026 Proposed Budget		\$0.00	\$26,308.54	\$26,308.54

	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.		
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.		
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.		
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

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

(1) item/expenditure requested; Nursing tutor
(2) budget amount requested; 25,000
(3) identification of which narrative(s) requested item is applied to 2
(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers; **this is a new position and we want to continue to see positive outcomes for student success and retention**

(1) item/expenditure requested; Allied Health and Bio Tutor
(2) budget amount requested; **4000**
(3) identification of which narrative(s) requested item is applied to 4
(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers; **total amount reduced from previous years**

(1) item/expenditure requested; Math Tutor
(2) budget amount requested; **4500**
(3) identification of which narrative(s) requested item is applied to 4
(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers; **total amount reduced from previous years**

(1) item/expenditure requested; Writing Tutor
(2) budget amount requested; **23300**
(3) identification of which narrative(s) requested item is applied to 4
(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers, **total amount reduced from previous years**

(1) item/expenditure requested; Tutor for Underrepresented Students
(2) budget amount requested; **12,000**
(3) identification of which narrative(s) requested item is applied to 5
(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers; **total amount reduced from previous years**

(1) item/expenditure requested; K12 Navigator/Coordinator
(2) budget amount requested; **27,040**
(3) identification of which narrative(s) requested item is applied to 10
(4) need identified in CLNA addressed with the expenditure. DCTC's portfolio of CE and Contract courses continues to expand
(1) item/expenditure requested; K12 Director

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.

(1) item/expenditure requested; Program Development
(2) budget amount requested; 30,870
(3) identification of which narrative(s) requested item is applied to 2
(4) need identified in CLNA addressed with the expenditure. According to MN DEED LMI, Health Care and Social Assistance are Dakota County's largest employers making up approximately 12.9 percent of the county's total employment. Health Care and Social Assistance in Dakota County has grown by 5,846 jobs (33.0%) accounting for nearly three-fifths (58.8%) of the county's total employment growth since 2011. Those occupations with the most postings include Registered Nurses, Medical and Health Services Managers, Nursing Assistants, Licensed Practical and Licensed Vocational Nurses, Medical Assistants, Medical Secretaries, Pharmacy Technicians, Personal Care Aides, Medical and Clinical Laboratory Technicians, and Home Health Aides. (Talent Neuron) In addition to healthcare, manufacturing is a large need in Dakota County and funds are needed to keep programs up to industry standard.

POSTSECONDARY Narrative for Perkins V Application

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

(1) item/expenditure requested; Bus Trips for HSs to DCTC
 (2) budget amount requested; 7000
 (3) identification of which narrative(s) requested item is applied to 2
 (4) need identified in CLNA addressed with the expenditure. Transportation continues to be a major barrier for students to attend specialized training and workforce experiences. DCTC continues to identify funding for buses in its plan in hopes that more students have opportunities to visit the campus for events and tours.

(1) item/expenditure requested; TSAs
 (2) budget amount requested; 2000
 (3) identification of which narrative(s) requested item is applied to 4
 (4) need identified in CLNA addressed with the expenditure. Requirement of Perkins

(1) item/expenditure requested; CTE Works and Professional Development
 (2) budget amount requested; 15,000
 (3) identification of which narrative(s) requested item is applied to 8
 (4) need identified in CLNA addressed with the expenditure for professionals to provide quality CTE experiences. (1) item/expenditure requested: CEP Training Day (2) Budget amount requested; 2000 (3) identification of which narrative(s) requested item is applied to 7 (4) need identified in CLNA addressed with the expenditure: Bringing together CEP staff to support early college work in the high schools (1) item/expenditure requested: Perkins Dakota Consortium Gathering (2) budget amount requested: 3000 (3) identification of which narrative(s) requested item is applied to 2 (4) need identified in CLNA addressed with the expenditure; to bring high school CTE staff across consortium together to learn about Perkins and to work together across districts in their POS/CTE field. In addition to high school staff, college faculty and advisory board members are invited and present to create meaningful pathways.

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.

na

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.

(1) item/expenditure requested; Program Development

(2) budget amount requested; 26308.54

(3) identification of which narrative(s) requested item is applied to 2

(4) need identified in CLNA addressed with the expenditure. According to MN DEED LMI, Health Care and Social Assistance are Dakota County's largest employers making up approximately 12.9 percent of the county's total employment. Health Care and Social Assistance in Dakota County has grown by 5,846 jobs (33.0%) accounting for nearly three-fifths (58.8%) of the county's total employment growth since 2011. Those occupations with the most postings include Registered Nurses, Medical and Health Services Managers, Nursing Assistants, Licensed Practical and Licensed Vocational Nurses, Medical Assistants, Medical Secretaries, Pharmacy Technicians, Personal Care Aides, Medical and Clinical Laboratory Technicians, and Home Health Aides. (Talent Neuron) In addition to healthcare, manufacturing is a large need in Dakota county and funds are needed to

Consortium Plan: Budget Summary 2022-2023

<div style="display: flex; justify-content: space-between;"> Dakota County Perkins Consortium <div> July 1, 2025 - June 30, 2026 (FY26) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$127,238.21		\$127,238.21
	Postsecondary		\$62,870.75	\$62,870.75
	Total	\$127,238.21	\$62,870.75	\$190,108.96
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$2,500.00		\$2,500.00
	Postsecondary		\$33,800.00	\$33,800.00
	Total	\$2,500.00	\$33,800.00	\$36,300.00
Narrative 5: Special Populations	Secondary	\$2,500.00		\$2,500.00
	Postsecondary		\$47,000.00	\$47,000.00
	Total	\$2,500.00	\$47,000.00	\$49,500.00
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$2,000.00	\$2,000.00
	Total	\$0.00	\$2,000.00	\$2,000.00
Narrative 8: Support for Professionals	Secondary	\$6,000.00		\$6,000.00
	Postsecondary		\$15,000.00	\$15,000.00
	Total	\$6,000.00	\$15,000.00	\$21,000.00
Narrative 9: Performance Gaps	Secondary	\$2,500.00		\$2,500.00
	Postsecondary		\$0.00	\$0.00
	Total	\$2,500.00	\$0.00	\$2,500.00
Narrative 10: Governance	Secondary	\$49,720.00		\$49,720.00
	Postsecondary		\$98,894.00	\$98,894.00
	Total	\$49,720.00	\$98,894.00	\$148,614.00
Narrative 11: Reserve Funds	Secondary	\$26,308.54		\$26,308.54
	Postsecondary		\$26,308.54	\$26,308.54
	Total	\$26,308.54	\$26,308.54	\$52,617.08
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
PLAN TOTALS	Secondary	\$216,766.75		\$216,766.75
	Postsecondary		\$285,873.29	\$285,873.29
	Total	\$216,766.75	\$285,873.29	\$502,640.04

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$190,458.21	\$26,308.54	\$216,766.75
Budget Over/Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$259,564.75	\$26,308.54	\$285,873.29
Budget Over/Short	\$0.00	\$0.00	\$0.00

										Physical Asset > or +	
Fiscal Year	District	School Name	Teacher Name (First & Last)	Teacher License #	Perkins-Purchased Equipment	# of Items	Date Purchased	Item Location	Total Cost to Perkins	\$1,250?	
FY21-FY22	SSD 6	South St. Paul Secondary School	Chris Gustilo		Shopify Cash Drawer	1	11/20/21	School Store	\$159.00		
FY21-FY22	SSD 6	South St. Paul Secondary School	Chris Gustilo		Bluetooth Receipt Printer	1	11/20/21	School Store	\$359.00		
FY21-FY22	SSD 6	South St. Paul Secondary School	Nina Riesselman		Commercial Microwaves	6	11/20/21	FACS Classroom	\$1,710.00		
FY21-FY22	ISD 195	Randolph High School	Amy Burke		Cuisinart Professional Series Cook Set	7	1/7/22	FACS Room	\$242.90		
FY21-FY22	ISD 195	Randolph High School	Amy Burke		Newair Ice Maker	1	1/7/22	FACS Room	\$526.00		
FY21-FY22	ISD 195	Randolph High School	Amy Burke		20-Tier Aluminum Bun Pan Rack	25	1/7/22	FACS Room	\$258.20		
FY21-FY22	ISD 195	Randolph High School	Amy Burke		Kitchen Aid Stand Mixers	7	1/7/22	FACS Room	\$5,243.00		
FY21-FY22	ISD 195	Randolph High School	Edward Terry		RealCareer Electrical Wiring Kit	1	1/7/22	AG Shop	\$699.00		
FY21-FY22	ISD 195	Randolph High School	Edward Terry		RealCareer Food Safety Kit	1	1/7/22	AG Shop	\$449.00		
FY21-FY22	ISD 195	Randolph High School	Edward Terry		Ruminant Model	1	1/7/22	AG Shop	\$399.00		
FY21-FY22	ISD 195	Randolph High School	Edward Terry		11" Capacity Rain Gauge	1	1/7/22	AG Shop	\$36.99		
FY21-FY22	ISD 195	Randolph High School	Edward Terry		JMC 19" Soil Probe	2	1/7/22	AG Shop	\$45.99		
FY21-FY22	ISD 195	Randolph High School	Edward Terry		Grain Scale	1	1/7/22	AG Shop	\$56.99		
FY21-FY22	ISD 192	Farmington High School	Amy Kienberger		Headphones		12/8/21	2303	\$28.49		
FY21-FY22	ISD 192	Farmington High School	Julie Ketterling		Diameter Tape		2/15/22	1404	\$888.84		
FY21-FY22	ISD 192	Farmington High School	Kate Peterson		Dress Forms		1/27/22	1206	\$709.53		
FY21-FY22	ISD 192	Farmington High School	Kate Peterson		Baby Simulator		1/4/22	1206	\$806.40		
FY21-FY22	ISD 192	Farmington High School	Jason Kohlbeck		Toastmaster Griddles		1/14/22	1104	\$168.90		
FY21-FY22	ISD 192	Farmington High School	David Stauffer		Particle Photon		2/11/22	3303	\$425.00		
FY21-FY22	ISD 192	Farmington High School	Bobbit Stewart		Camera		4/12/22	2303	\$642.78		
FY21-FY22	ISD 192	Farmington High School	Spencer Elvebak		Delta Spindle Sander		2/10/22	1109	\$1,966.83		
FY21-FY22	ISD 192	Farmington High School	Mark Toutge		JVC ProHD Cameras		1/21/22	1403	\$8,385.00		
FY21-FY22	DCTC	DCTC			S5 Robotic Dr Plus 8		1	6/21/22	DCTC	\$10,262.00	
FY21-FY22	DCTC	DCTC			Refrigerant Recycler		1	6/11/22	DCTC	\$7,185.00	
FY21-FY22	DCTC	DCTC			Data Collector		1	6/21/22	DCTC	\$3,659.50	
FY21-FY22	DCTC	DCTC		S5 Robotic Dr Plus 7	1		6/21/22	DCTC	\$11,884.50		
FY21-FY22 EQUIPMENT EXPENDITURES TOTAL									\$24,206.84		
FY22-FY23	ISD 200	Hastings High School	Erik Dietz	432808	Dewalt Sliding Miter Saw		1	3/27/23	B117	\$472.96	
FY22-FY23	ISD 200	Hastings High School	Erik Dietz	432808	Kreg Pocket Hole Machine	2	2/16/23	B117	\$798.00		
FY22-FY23	ISD 192	Farmington High School	Amy Kienberger	48093	TestOut			2203	\$850.00		
FY22-FY23	ISD 197	Two Rivers High School	Nancy Coffeen	365344	Virtual JobShadow				\$2,775.00		
FY22-FY23	ISD 195	Randolph High School	Jessica Bester	472292	ICEV				\$1,050.00		
FY22-FY23	ISD 195	Randolph High School	Sara Wagner	421229	Doyle Tree & Log Scale Stick	5			\$268.54		
FY22-FY23	ISD 195	Randolph High School	Sara Wagner	421229	Pruning Shears	10			\$169.99		
FY22-FY23	ISD 195	Randolph High School	Sara Wagner	421229	Bypass Loppers	10			\$267.20		
FY22-FY23	4082	BlueSky Online	Gabra Lokken	431853	MIMIC Social Media Marketing Simulation	1	12/19/22	4082	\$5,000.00		
FY22-FY23	ISD 192	Farmington High School	David Stauffer	436012	LulzBot TAZ Pro 3D Printer			3303	\$4,991.70		
FY22-FY23	ISD 192	Farmington High School	Spencer Elvebak	46115	Heavy-Duty 4" Overarm Dust Collector	1		1109	\$525.00		
FY22-FY23	ISD 192	Farmington High School	Jason Kriegeel	438147	Mindtap				\$3,986.00		
FY22-FY23	DCALS-Main	DCALS-Main	Anna Busch	484958	Adobe Certified Professional in Visual Design				\$900.00		
FY22-FY23	ISD 197	Two Rivers High School	Ryan Pagenkopf	140050	Point-of-Sale Card Readers	2			\$406.10		
FY22-FY23	SSD 6	South St. Paul Secondary School	Christopher Gustilo	512622	iPad Pro	2			\$1,498.00		
FY22-FY23	ISD 200	Hastings High School	Erik Dietz	432808	Sliding Miter Saw				\$472.96		
FY22-FY23 EQUIPMENT EXPENDITURES TOTAL									\$24,431.45		
FY23-FY24	ISD 195	Randolph High School	Sara Wagner	421229	Poultry Incubator	1	3/24/24	AG Room	\$100.00	No	
FY23-FY24	ISD 200	Hastings High School	Erik Dietz	432808	Johnson Level Self-Leveling Rotary Laser Level System	5	4/22/24		\$2,395.00	Yes	
FY23-FY24	ISD 200	Hastings High School	Erik Dietz	432808	(2) Sets of hardhats for construction site visits						
FY23-FY24	ISD 199	Simley High School	Shawn Nelson	508212	Epilog Laser Cutter/Engraver	1	4/11/24	CAD lab - mobile	\$32,659.00	Yes	
FY23-FY24	ISD 192	Farmington High School	Bryanna Nelson	1024362	Binoculars	40		1404	\$7,078.00		
FY23-FY24	ISD 200	Hastings High School	Nathan Neumann	455212	Miller Multimatic 220 AC/DC Multi-Process Welders	5		B116	\$20,995.00	Yes	
FY23-FY24	ISD 192	Farmington High School	Alex Sommerfeld	1026391	Floral Refrigerator and Display Cooler	1		1404	\$2,999.00	Yes	
FY23-FY24	ISD 192	Farmington High School	Alex Sommerfeld	1026391	Flex Farm Hydroponic Tower Package	1		1404	\$5,145.00	Yes	
FY23-FY24	ISD 917	DCALS-Main	Anna Busch	484958	iMac 24" Computers	22		1-710	\$27,478.00	Yes	
FY23-FY24	ISD 917	DCALS-Main	Adam Ghormley	468891	SawStop Contractor Saw	1		1-900	\$2,238.00	Yes	
FY23-FY24	ISD 917	DCALS-Main	Anna Busch	484958	USB-C Multiport Adapters	26		1-710	\$649.74		
FY23-FY24											
FY23-FY24											
FY23-FY24											
FY23-FY24											
FY23-FY24											
FY23-FY24 EQUIPMENT EXPENDITURES TOTAL									\$101,736.74		
FY24-FY25	ISD 192	Farmington High School	Alex Sommerfeld	1028391	Dog toothbrushing models			1404	\$599.00		
FY24-FY25	ISD 192	Farmington High School	Alex Sommerfeld	1028391	Animal skeletal models			1404	\$300.00		
FY24-FY25	ISD 192	Farmington High School	Mark Toutge	391972	Sennheiser Camera-Mount Wireless Omni Lavalier Microphone System			1405	\$999.00		
FY24-FY25	ISD 192	Farmington High School	Mark Toutge	391972	Intercom system			1405	\$1,940.00		
FY24-FY25	ISD 192	Farmington High School	Bryanna Nelson	1024362	Raised plant beds			1404	\$3,999.00		
FY24-FY25	ISD 192	Farmington High School	Bryanna Nelson	1024362	Freeze dryer			1404	\$2,495.00		
FY24-FY25	ISD 192	Farmington High School	Mark Toutge	391972	JVC Professional Camcorder			1405	\$25.900		
FY24-FY25	ISD 192	Farmington High School	Mark Toutge	391972	Eartec HUB Intercom System			1405	\$1,940.00		
FY24-FY25	ISD 192	Farmington High School	Alex Sommerfeld	1028391	Life size milking cow			1404	\$2,800		
FY24-FY25	ISD 192	Farmington High School	Mark Toutge	391972	Camera tripods			1405	\$3,486.00		
FY24-FY25	ISD 192	Farmington High School	Mark Toutge	391972	Sony headphones			1405	\$1,699.83		
FY24-FY25	ISD 192	Farmington High School	Mark Toutge	391972	Speaker system			1405	\$2,079.35		
FY24-FY25	ISD 199	Simley High School	Shawn Nelson	508212	Timesaver Single Head Widebelt Sander			EA100	\$23,998.00		
FY24-FY25	ISD 200	Hastings High School	Erik Dietz	432808	Widemax Tapemeasures	24		B117			
FY24-FY25	ISD 200	Hastings High School	Erik Dietz	432808	Jorgensen Framing Hammers	22		B117			
FY24-FY25	ISD 659	Northfield High School	Alexa HotzZenk	1003392	Chef Knives						
FY24-FY25	ISD 659	Northfield High School	Alexa HotzZenk	1003392	Mixing Bowls				\$974.80		
FY24-FY25	ISD 917	DCALS-Main	Dale Engman	380410	Video Cards			1-710b	\$1,846.80		
FY24-FY25	ISD 917	DCALS-Main	Dale Engman	380410	PC-Ram			1-710b	\$1,044.89		
FY24-FY25	SSD 6	South St. Paul Secondary School	Ian (Joe) Burke	369714	Human Torso Models			A254	\$600.00		
FY24-FY25	ISD 917	DCALS-Main	Tom Ledoux		7th Edition Heavy Duty Truck Systems textbooks				\$756.00		
FY24-FY25	ISD 200	Hastings High School	Erik Dietz		Wide format printer	1		B117	\$4,445.00		
FY24-FY25	DCTC	DCTC	Welding		CNC Plasma Cutting Table	1	4.18.25	DCTC - Welding	\$30,685.00		
FY24-FY25	DCTC	DCTC	Vet Tech		Dental Package/Simulator	1	4.18.25	DCTC - Vet Tech	\$10,935.00		
FY24-FY25	DCTC	DCTC	Welding		Welder Dynasty 4000	3	4.18.25	DCTC - Welding	\$34,374.00		
FY24-FY25	DCTC	DCTC	Dental Asst		X Ray Sensor for Dental Asst	1	5.2.25	DCTC - Dental Asst	\$18,450.24		
FY24-FY25	DCTC	DCTC	IETA		Rigid Pipe	1	5.8.25	DCTC - IETA	\$17,887.80		
FY24-FY25 EQUIPMENT EXPENDITURES TOTAL									\$183,299.71		

Completing the Program of Study Spreadsheet

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

Dakota County

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

RESOURCE LINKS

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

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

[Maps of Approved Secondary Programs](#)

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

[Minnesota State—Consortia Resources](#)

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

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

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

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

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

X

[Insert "X" in the box to confirm]

FRANK HERMAN

[Secondary Consortium Leader]

ALLISON CHUICK

[Postsecondary Consortium Leader]

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

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

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

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

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

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

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

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

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

Dakota County	POS 1		POS 2	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Health_Science_Technology	Health_Science_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Health_Science	Health_Science
Career Pathway	Agribusiness_Systems	Natural_Resources_Systems	Support_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	(019901) Farmington, Hastings, Northfield, Randolph		(070300) South St. Paul	
Postsecondary Partner Institutions	Central_Lakes_College_004	Dakota_County_Technical_College_005	Dakota_County_Technical_College_070	Please Select...
Postsecondary CTE Program #1	Advanced Farm Business Management	Veterinary Technician	Medical Administrative Specialist	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Dakota County	POS 3		POS 4	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Facility_and_Mobile_Equipment_Maintenance	Logistics_Planning_and_Management_Services	Construction	Design_PreConstruction
High Schools & Approved CTE Programs (Table C)	(170302) Hastings , ISD 917, Northfield (171710) West St. Paul-Mendota Heights-Eagan (019901) Farmington, Northfield		(171000) Farmington, Hastings, ISD 917, Inver Grove Heights, Northfield, West St. Paul-Mendota Heights-Eagan (090101) Farmington (019901) Northfield	
Postsecondary Partner Institutions	Dakota_County_Technical_College_021	Dakota_County_Technical_College_038	Dakota_County_Technical_College_011	Dakota_County_Technical_College_015
Postsecondary CTE Program #1	Automotive Service (ASEP)	Transportation Management	Construction Management	Interior Design
Postsecondary CTE Program #2	Body Technician	Please Select...		Architectural Technology
Postsecondary CTE Program #3	Heavy Duty Truck Technology	Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)				

Dakota County	POS 5		POS 6	
Career Field	Business_Management_Administration		Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Hospitality_and_Tourism		Manufacturing	Manufacturing
Career Pathway	Restaurants_and_Food_Beverage_Services		Manufacturing_Production_Process_Development	Production
High Schools & Approved CTE Programs (Table C)	(090101) Northfield, Randolph, South St. Paul, West St. Paul-Mendota Heights-Eagan		(090101) Randolph, ISD 197, West St. Paul-Mendota Heights-Eagan (171000) Farmington, Hastings, Inver Grove Heights, West St. Paul-Mendota Heights-Eagan (171502) ISD 917, West St. Paul-Mendota Heights-Eagan	
Postsecondary Partner Institutions	Hennepin_Technical_College_064	Please Select...	Dakota_County_Technical_College_041	Dakota_County_Technical_College_056
Postsecondary CTE Program #1	Baking and Pastry Entrepreneur	Please Select...	Industrial Engineering Technology	Welding Technology
Postsecondary CTE Program #2	Culinary Arts	Please Select...		Please Select...
Postsecondary CTE Program #3	Culinary Manager	Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

Dakota County	POS 7		POS 8	
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Information_Technology	Information_Technology	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Information_Support_and_Services	Web_and_Digital_Communications	Food_Products_and_Processing_Systems	Food_Products_and_Processing_Systems
High Schools & Approved CTE Programs (Table C)	(171512) Farmington, ISD 917 (140710) Farmington, South St. Paul		(019901) Farmington, Randolph	
Postsecondary Partner Institutions	Dakota_County_Technical_College_031	Dakota_County_Technical_College_079	Normandale_Community_College_023	Please Select...
Postsecondary CTE Program #1	Networking Administration	Web Design	Food Science	Please Select...
Postsecondary CTE Program #2	PC Technician	Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized				
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

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

Dakota County	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems		Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Information_Technology	Information_Technology	Arts_Audio_Video_Technology_and_Communications		Manufacturing	Manufacturing
Career Pathway	Agribusiness_Systems	Natural_Resources_Systems	Information_Support_and_Services	Web_and_Digital_Communications	Visual_Arts		Manufacturing_Production_Process_Development	Production
High Schools & Approved Programs (Table C)	(019901) Farmington, Hastings, Northfield, Randolph		(171512) Farmington, ISD 917 (140710) Farmington, South St. Paul		(171502) Farmington, Hastings, ISD 917, West St. Paul-Mendota Heights-Eagan		(090101) Randolph, ISD 197, West St. Paul-Mendota Heights-Eagan (171000) Farmington, Hastings, Inver Grove Heights, West St. Paul-Mendota Heights-Eagan (171502) ISD 917, West St. Paul-Mendota Heights-Eagan (171710) Farmington, Hastings, Inver Grove Heights, West St. Paul-Mendota Heights-Eagan	
Postsecondary Partner Institutions Postsecondary CTE Program #1 Postsecondary CTE Program #2 Postsecondary CTE Program #3	Central_Lakes_College_004	Inver_Hills_Community_College_047	Dakota_County_Technical_College_031	Dakota_County_Technical_College_079	Dakota_County_Technical_College_077	Please Select...	Dakota_County_Technical_College_041	Dakota_County_Technical_College_056
	Essentials of Farm Business Management	Environmental Science	Networking Administration	Web Design	Graphic Design Technology	Please Select...	Industrial Engineering Technology	Welding Technology
	Please Select...	Please Select...	PC Technician	Please Select...	Photography	Please Select...		Please Select...
	Please Select...	Please Select...		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities								
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Northfield, (009090) Farmington, Northfield		(000750) Northfield (009090) Farmington, Northfield, ISD 917		(000750) West St. Paul-Mendota Heights-Eagan (009090) Farmington, ISD 917, West St. Paul-Mendota Heights-Eagan		(000750) West St. Paul-Mendota Heights-Eagan (009090) Farmington West St. Paul-Mendota Heights-Eagan	
Certification and Industry Recognized Credential								
Recognized Postsecondary Credentials:								
Academic Award		A.S. Environmental Science	A.A.S. Networking Administration		A.A.S. Graphic Design A.A.S. Photography Diploma Photography		A.A.S. Industrial Engineering Technology	Welding Diploma
Work-based Learning								
Licensure, Certifications, and/or Industry Recognized Credentials			PC Technician	Web Design				

Dakota County	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		Business_Management_Administration	Business_Management_Administration
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Marketing		Finance		Business_Management_and_Administration	Business_Management_and_Administration
Career Pathway	Construction	Design_PreConstruction	Marketing_Management		Accounting		Administrative_Support	General_Management
High Schools & Approved Programs (Table C)	(171000) Farmington, Hastings, ISD 917, Inver Grove Heights, Northfield, West St. Paul-Mendota Heights-Eagan (090101) Farmington (019901) Northfield		(140710) Blue Sky, Farmington, Hastings, Inver Grove Heights, Northfield, South St. Paul (040800) Farmington, South St. Paul		(140710) Blue Sky, Farmington, Hastings, Northfield, Randolph		(140710) Blue Sky, Farmington, Inver Grove Heights, Northfield, South St. Paul	
Postsecondary Partner Institutions	Dakota_County_Technical_College_011	Dakota_County_Technical_College_015	Dakota_County_Technical_College_043	Please Select...	Dakota_County_Technical_College_001	Please Select...	Dakota_County_Technical_College_003	Dakota_County_Technical_College_025
Postsecondary CTE Program #1	Construction Codes and Inspection	Interior Design	Digital Marketing Specialist	Please Select...	Small Business Accounting	Please Select...	Administrative Assistant	Business Administration
Postsecondary CTE Program #2	Construction Management	Architectural Technology	Marketing	Please Select...	Accountant	Please Select...	Executive Administrative Specialist	Business Management
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...		Small Business Entrepreneur
Dual Enrollment Opportunities								
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Inver Grove Heights, Northfield (009090) Farmington, Inver Grove Heights, Northfield		(000750) Inver Grove Heights, Northfield (009090) Farmington, Inver Grove Heights, Northfield		(000750) Inver Grove Heights, Northfield (009090) Farmington, Inver Grove Heights, Northfield		(000750) Inver Grove Heights, Northfield, South St. Paul, West St. Paul-Mendota Heights-Eagan (009090) Farmington, Inver Grove Heights, Northfield, South St. Paul, West St. Paul-Mendota Heights-Eagan	
Certification and Industry Recognized Credential								
Recognized Postsecondary Credentials:								
Academic Award	A.S. Construction Management A.A.S. Construction Management	A.A.S. Architectural Technology A.A.S. Interior Design	A.A.S. Digital Marketing A.S. Marketing		A.A.S. Accounting Accounting Diploma Accounting Clerk Diploma		A.A.S. Executive Administrative Specialist Administrative Assistant Diploma	A.A.S. Business Administration Multicultural Human Resources Management Diploma Multicultural Leadership Diploma Multicultural Quality Management Diploma
Work-based Learning								
Licensure, Certifications, and/or Industry Recognized Credentials	Construction Codes & Inspection Certification Constructing Codes & Permitting Specialist Certification	Architectural Drafting Certification NCIDQ Pathway Certification	Sales Specialist Certification		Small Business Accounting Certification		Microsoft Office Applications Management Certification	Small Business Entrepreneur Certification Human Resource Management Certification Multicultural Supervision Certificate

Dakota County	State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field	Human_Services	Human_Services	Health_Science_Technology	Health_Science_Technology	Agriculture_Food_Natural_Resources		Agriculture_Food_Natural_Resources	
Career Cluster	Human_Services_Pathway	Human_Services_Pathway	Health_Science	Health_Science	Agriculture_Food_and_Natural_Resources		Agriculture_Food_and_Natural_Resources	
Career Pathway	Early_Childhood_Development_and_Services	Family_and_Community_Services	Support_Services	Therapeutic_Services	Animal_Systems		Food_Products_and_Processing_Systems	
High Schools & Approved Programs (Table C)	(090101) Hastings, Northfield, South St. Paul, West St. Paul-Mendota Heights-Eagan		(070300) South St. Paul		(019901) Farmington, Northfield, Randolph		(019901) Farmington, Randolph	
Postsecondary Partner Institutions	Dakota_County_Technical_College_017	Inver_Hills_Community_College_022	Dakota_County_Technical_College_070	Dakota_County_Technical_College_073	Dakota_County_Technical_College_005	Please Select...	Normandale_Community_College_023	Please Select...
Postsecondary CTE Program #1	Child and Family Studies	Human Services Assistant	Medical Administrative Specialist	Medical Assistant	Veterinary Technician	Please Select...	Food Science	Please Select...
Postsecondary CTE Program #2	Early Childhood and Youth Development	Pre-Social Work Transfer Pathway		Nursing Assistant		Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities								
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Northfield, South St. Paul, West St. Paul-Mendota Heights-Eagan (009090) Farmington, Northfield, South St. Paul, West St. Paul-Mendota Heights-Eagan		(000750) South St. Paul (009090) South St. Paul		(000750) Northfield (009090) Farmington		(000750) South St. Paul (009090) Farmington, South St. Paul	
Certification and Industry Recognized Credential								
Recognized Postsecondary Credentials:								
Academic Award	A.S. Child & Family Studies A.S. Early Childhood Education Transfer Pathway A.A.S. Early Childhood & Youth Development Early Childhood & Youth Development	A.S. Pre-Social Work Transfer Pathway	A.A.S. Medical Administrative Specialist Medical Administrative Specialist Diploma	A.A.S. Medical Assistant Medical Assistant Diploma	A.A.S. Veterinary Technician			
Work-based Learning								
Licensure, Certifications, and/or Industry Recognized Credentials	Early Childhood & Youth Development Certificate	Human Services Assistant Certificate		Nursing Assistant Certificate				

Dakota County	State-Recognized POS 13		State-Recognized POS 14		State-Recognized POS 15	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration			
Career Cluster	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Hospitality_and_Tourism			
Career Pathway	Logistics_Planning_and_Management_Services	Facility_and_Mobile_Equipment_Maintenance	Restaurants_and_Food_Beverage_Services			
High Schools & Approved CTE Programs (Table C)	(170302) Hastings, ISD 917, Northfield (171710) West St. Paul-Mendota Heights-Eagan (019901) Farmington, Northfield		(090101) Northfield, Randolph, South St. Paul, West St. Paul-Mendota Heights-Eagan			
Postsecondary Partner Institutions	Dakota_County_Technical_College_038	Dakota_County_Technical_College_021	Hennepin_Technical_College_064	Please Select...		Please Select...
Postsecondary CTE Program #1	Transportation Management	Automotive Service (ASEP)	Baking and Pastry Entrepreneur	Please Select...		Please Select...
Postsecondary CTE Program #2		Body Technician	Culinary Manager	Please Select...		Please Select...
Postsecondary CTE Program #3		Heavy Duty Truck Technology	Culinary Arts	Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Inver Grove Heights, Northfield, West St. Paul-Mendota Heights-Eagan (009090) ISD 917, Inver Grove Heights, Northfield, West St. Paul-Mendota Heights-Eagan		(000750) Northfield, West St. Paul-Mendota Heights-Eagan (009090) Farmington, Northfield, West St. Paul-Mendota Heights-Eagan			
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award		A.A.S. Automotive Service A.A.S. Heavy Duty Truck Technology Heavy Duty Truck Technology Diploma	A.A.S. Baking & Pastry A.A.S. Culinary Arts			
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials		Truck Fleet Maintenance Certificate	Baking & Pastry Certificate Culinary Arts Certificate			

STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Dakota County Perkins Consortium

College: Dakota County Technical College

College President's Name (Print): Michael Berndt

Michael Berndt

Michael Berndt (May 29, 2025 08:52 CDT)

05/29/2025

email: michael.berndt@minnstate.edu

Phone: 651.423.8213

District Name: Intermediate School District 917

District Number/Type: 917/Intermediate

Superintendent's Name – (Print): Dr. Michael Favor

Dr. Michael Favor

Dr. Michael Favor (May 23, 2025 08:47 CDT)

05/23/2025

email: Michael.Favor@isd917.org

Phone: 6514238214



STATEMENT OF ASSURANCES & CERTIFICATIONS

District Name: South Saint Paul Schools

District Number/Type: SSD 6/

Superintendent's Name – (Print): Dr. Brian Zambreno

06/03/2025

Signature

email: bzambreno@sspps.org

Phone: 612-457-9465

District Name: Farmington Area Public Schools

District Number/Type: ISD 192/

Superintendent's Name – (Print): Dr. Jason Berg

Jason s Berg

Jason s Berg (Jun 2, 2025 07:50 CDT)

06/02/2025

Signature

Date

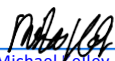
email: jberg@farmington.k12.mn.us

Phone: 651-463-5013

District Name: Randolph Public Schools

District Number/Type: ISD 195/

Superintendent's Name – (Print): Mike Kelley


Michael Kelley (Jun 3, 2025 19:26 CDT)

06/03/2025

Signature

Date

email: kelleym@district195.org

Phone: 507-645-7409 ext. 204

District Name: West Saint Paul-Mendota Heights-Eagan Area Public Schools

District Number/Type: ISD 197/

Superintendent's Name – (Print): Dr. Peter Olson-Skog

[Peter Olson-Skog](#)
Peter Olson-Skog (Jun 2, 2025 10:56 CDT)

06/02/2025

Signature

Date

email: peter.olson-skog@isd197.org

Phone: 651-403-7001



STATEMENT OF ASSURANCES & CERTIFICATIONS

District Name: Inver Grove Heights Area Public Schools

District Number/Type: ISD 199/

Superintendent's Name – (Print): Dave Bernhardson

Dave Bernhardson

Dave Bernhardson (Jun 2, 2025 08:15 CDT)

Signature

06/02/2025

Date

email: bernhardsond@isd199.org

Phone: 651-306-7808

District Name: Hastings Area Public Schools

District Number/Type: ISD 200/

Superintendent's Name – (Print): Dr. Tamra Champa

Tamra Champa

Tamara Champa (Jun 9, 2025 14:40 CDT)

Signature

06/09/2025

Date

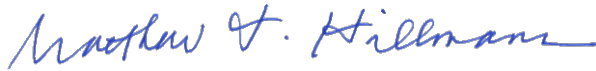
email: tchampa@isd200.org

Phone: 651-480-7001

District Name: Northfield Public Schools

District Number/Type: ISD 659/

Superintendent's Name – (Print): Dr. Matt Hillmann



06/11/2025

Signature

Date

email: mhillmann@northfieldschools.org

Phone: 507-663-0629

District Name: BlueSky Online

District Number/Type: 4082/

Superintendent's Name – (Print): Amy Larsen



Amy Larsen (Jun 9, 2025 16:06 CDT)

06/09/2025

Signature

Date

email: amy.larsen@blueskyschool.org

Phone: 651.202.2010


FY 26 Dakota County Perkins Consortium State ments-of-Assurance-Form

Final Audit Report


2025-06-12


Created:	2025-05-22
By:	Marci Levy-Maguire (marci.levy-maguire@isd917.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAJqVZaxhq76suXt3qT2wrln3CeaVpKqd


"FY 26 Dakota County Perkins Consortium Statements-of-Assur ance-Form" History

 Document created by Marci Levy-Maguire (marci.levy-maguire@isd917.org)
2025-05-22 - 5:29:48 PM GMT

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2025-05-22 - 5:33:48 PM GMT


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2025-05-22 - 5:35:26 PM GMT


 Signer michael.favor@isd917.org entered name at signing as Dr. Michael Favor
2025-05-23 - 1:46:59 PM GMT


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Signature Date: 2025-05-23 - 1:47:01 PM GMT - Time Source: server

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2025-05-29 - 1:52:39 PM GMT

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2025-06-02 - 12:50:00 PM GMT

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 Signer peter.olsonskog@isd197.org entered name at signing as Peter Olson-Skog

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2025-06-02 - 6:58:56 PM GMT

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2025-06-03 - 7:22:54 PM GMT

 Signer bzambreno@sspps.org entered name at signing as Brian Zambreno

2025-06-03 - 7:23:51 PM GMT

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Signer kelleym@district195.org entered name at signing as Michael Kelley

2025-06-04 - 0:26:24 AM GMT



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New document URL requested by Marci Levy-Maguire (marci.levy-maguire@isd917.org)

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Signer tchampa@isd200.org entered name at signing as Tamara Champa

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Document e-signed by Tamara Champa (tchampa@isd200.org)

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Signer amy.larsen@blueskyschool.org entered name at signing as Amy Larsen

2025-06-09 - 9:06:35 PM GMT



Document e-signed by Amy Larsen (amy.larsen@blueskyschool.org)

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Email viewed by Matt Hillmann (mhillmann@northfieldschools.org)


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Adobe Acrobat Sign

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2025-06-12 - 0:42:40 AM GMT

 Document e-signed by Matt Hillmann (mhillmann@northfieldschools.org)

Signature Date: 2025-06-12 - 1:04:35 AM GMT - Time Source: server

 Agreement completed.

2025-06-12 - 1:04:35 AM GMT