

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025
Consortium Name:	Lake Superior
Total Award Budget:	\$572,320.24

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.

Barnum Public Schools - ISD 91	
Carlton School District - ISD 93	
Cloquet Public Schools - ISD 94	
Cook County - ISD 166	
Cromwell-Wright - ISD 95	
Duluth Public Schools - ISD 709	
Esko Public Schools - ISD 99	
Fond du Lac Ojibwe	
Hermantown Community Schools - ISD 700	
McGregor - ISD 4	
Moose Lake Community School - ISD 97	
Proctor Public Schools - ISD 704	
Lake Superior School District - ISD 381	
Wrenshall Public Schools - ISD 100	
Lake Superior College	

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
Natural Resource Systems	Both	Y	Y	N	18	11
Restaurants and Food Beverage Services	Both	N	Y	Y	205	10
Construction	Both	Y	Y	Y	400	84
General Management - Accounting	Both	Y	Y	Y	222	17
Diagnostic Services	Funding	Y	Y	Y	23	47
Therapeutic Services	Both	Y	Y	Y	17	335
Manufacturing Production Process Development	Both	Y	Y	Y	338	16
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	21	53
Production	Both	Y	Y	Y	57	35

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: Equipment	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The need is to enhance secondary and postsecondary programs with industry standard equipment to meet the demands of the modern workforce. The existing equipment in schools often falls short of industry standards, prompting districts and the college to enhance their programs in order to prepare students with the skills needed to be successful in the workforce.</p> <p>Advisory board meeting minutes provide the data needed for enhanced equipment to continuously improve our Priority 1 and 2 POS.</p> <ul style="list-style-type: none"> • Manufacturing • Construction • Health Science • Transportation • Hospitality & Tourism 					
2. Strategies to address need:					
<p>1. Secondary and Postsecondary teachers and administrators will purchase industry standard equipment to align CTE programs and prepare students for high-wage, high-skilled, in-demand careers within POS Priority 1 & 2.</p> <p>a. Funding in Narratives 2 & 11.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. Perkins Coordinators will complete and submit Equipment Request applications for items included in the initial application to the state by October 1, 2025. Supplemental Fund Requests applications will be submitted by March 15, 2026.</p> <p>2. Secondary and Postsecondary teachers and administrators will purchase and receive equipment by June 30, 2026.</p>					

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

There is a need to increase enrollment in CTE programs at Lake Superior College and better prepare students for the workforce in order to address declining program size and high employment demand.

There is a gap in meeting the workforce demands in Healthcare. In Northeast Minnesota, an analysis of local labor market occupational gaps showed that Registered Nurses are the number one in-demand occupation. This is followed by many other related Healthcare occupations that all have a current demand indicator of five stars, such as

- Nursing Assistant/Aide and Patient Care Assistant/Aide,
- Licensed Practical Nurse,
- Allied Health and Medical Assisting Services
- Pharmacy
- Health Care Administration/Management
- Clinical Laboratory Science/Medical Technology/Technologist

The demand in the skilled trades is high, with many of these jobs requiring a high school diploma, apprenticeship, or two years of post-secondary education. According to the NE MN OID Education Alignment document, which used data from the sources listed below, many of these occupations pay a high wage, yet there is a gap in the number of available workers compared to job openings. Specific occupations in the skilled trades that have a Current Demand Indicator of 5 Stars include:

- Vehicle Maintenance and Repair Technologies
- Industrial Mechanics and Maintenance Technology/Technician
- Machine Tool Technology/Machinist
- Electrician
- Construction

In the Northeast, Hospitality & Tourism, Business, Management, and Administration, and Marketing, Sales, and Service clusters are expected to have the highest annual job demand by volume, mainly due to retirements and job changes. The number of business programs in the consortium and the number of students enrolled in these programs are strong, with 1,544 Participants and 868 Concentrators within secondary and 65 Participants and 30 Concentrators. However, the scaffolding of courses is often weak or missing, and the gap in the number of students that go on to post-secondary education in these fields is large.

2. Strategies to address need:

1. Consortium Coordinators, MDE staff, and secondary and postsecondary administrators and teachers will explore options for continuing and expanding partnerships between school districts and LSC in Health Science program options.
 - a. Funding in Narrative 11
2. Lake Superior College will host MIni Camps and Summer Camps in CTE Programs within the fiscal year.
 - a. Funding in Narrative 2
3. Career and Technical Student Organizations (CTSO) and other CTE Leadership Organizations will build student knowledge and skills within program areas in order to increase postsecondary enrollment and prepare for the workforce.
 - a. Funding in Narrative 2
4. Consortium Coordinators and CTE programs at the secondary and postsecondary level will conduct career exploration events, field trips, competitions, and high school visits throughout the school year.
 - a. Funding in Narrative 2

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

1. Increase the number of graduates in CTE programs at LSC by 2% in FY26.
2. In the 2025-26 school year, Proctor continues to partner, and at least one more school without a Health Science program partners with LSC to increase opportunities for students to be enrolled in an SR-POS.
3. LSC will host two CTE Mini-Camps and four CTE Summer Camps with 100+ students participating within FY26.
4. 13 Secondary CTSO/CTE Leadership Organizations and six Postsecondary CTSO/Student Leadership Organizations will provide students with career leadership and skill development throughout the fiscal year.
5. 14 of the 16 secondary school districts will carry out career exploration activities for CTE students throughout the fiscal year.

NEED C: Marketing	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 checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to provide increased marketing of CTE and the program opportunities within the Consortium in order to build understanding within the school and community about the role CTE plays in student success and workforce development.</p> <p>The current messaging varies greatly in different school districts and industry circles. A common message about CTE programming and articulation of the career pathway will build understanding and support among students, parents, teachers, guidance counselors, administrators, industry, and the community. 38% of high school administrators stated that awareness of CTE programs was a possible barrier to student participation in CTE courses in the district and 81% of the administrators stated that the district is considering increased partnerships with local industry.</p> <p>Our surveys indicate that 52% of postsecondary administrators, faculty, and staff do not believe that marketing materials are adequate to support the needs of their programs, whereas 48% believe they do meet the needs of the college. This is a 1% difference from the prior CLNA. Advisory boards also indicated the need for more outreach and marketing within our POS.</p>					
5. Strategies to address need:					
<ol style="list-style-type: none"> 1. Secondary Coordinators will meet with school district administrators and teachers throughout the school year to present the Career Wheel Project and assist them in using the resources developed to build awareness and market the CTE programs in the district and community. 2. Secondary Coordinators will promote CTE through the local media (newspaper, tv spots, social media) to engage the community around student successes and career opportunities. <ol style="list-style-type: none"> a. Funding in Narrative 10 - Salaries 3. Postsecondary Consortium Coordinator will work with LSC's CTE programs and marketing department to develop pathway and marketing materials for each of their areas. <ol style="list-style-type: none"> a. Funding Narrative 10 					
6. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Three new school districts will use the Career Wheel Project resources to market the CTE programs in the district through posters, brochures, and electronic media. 2. Five public media highlights throughout FY26 for secondary/postsecondary CTE Programs. 3. Facilitate two meetings with CTE program leads and marketing staff, with attendance rates of at least 80% from invited stakeholders. <ol style="list-style-type: none"> a. Distribute newly created marketing materials to 100% of partner high schools and workforce agencies. 					

4. Provide additional narrative to address the following:

- a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.
 - a. Lake Superior College is planning the development of an Intellectual Disabilities Program, aimed at providing comprehensive support and education for individuals with cognitive impairments. The program is a response to the growing need for specialized services as well as industry needs within the community. Based on our regional needs the program will develop a core set of skills with pathways branching out into Healthcare and/or Manufacturing.

- b. The Office of Higher Education (OHE) awarded Lake Superior College with a 2024 Inclusive Higher Education Grant. The \$200,000 grant will also help college staff develop new or enhance existing initiatives with the purpose of increasing overall enrollment and access for students with an intellectual and developmental disability.

- b. How will students, including members of special populations, learn about CTE course offerings, and how do you ensure access?
 - a. Students, including members of special populations, will learn about CTE course offerings through a variety of avenues. School counselors and teachers will guide students towards suitable CTE pathways, considering individual interests, and any specific needs or accommodations required. Additionally, Marketing is a prioritized need in this narrative so that students, including members of special education, can learn about course offerings through visuals designed to lay out the pathway from secondary to postsecondary and career. Industry partnerships and postsecondary will provide career exploration opportunities for students to learn about a multitude of pathways within their region. LSC will continue to host a counselor breakfast to inform and update regional counselor's on course offerings and opportunities for all students.

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: Business and Industry Partnerships	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 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

There is a need to increase the partnership between CTE programs and business and industry within the Consortium.

All of our programs have some level of connection to business and industry, with some more than others. A common comment from business and industry is that they would like to see a stronger connection to CTE programs and a greater engagement of CTE students in the workforce. Teachers and administrators note the challenge of available time to build these connections and to guide existing and new relationships with community partners and volunteers to support specific career pathway work-based learning programs and services.

Our CLNA survey results and industry boards have highlighted the critical importance and need for connection to industry and professional development related to trends and innovation in industry. Industry and workforce boards are crucial in ensuring that educational standards remain relevant and effective. 81% of the administrators reported they would like to increase partnerships with local industry.

2. Strategies to address need:

1. Consortium Coordinators will build and guide existing and new relationships with community partners and volunteers to support specific career pathway programs and services to increase advisory board participation.
 - a. Funding in Narrative 9 - Salaries
2. Consortium Coordinators will coordinate with Duluth Workforce and JET to carry out regional career events.
 - a. Funding in Narrative 3 - Transportation and Subs
3. Consortium Coordinators will coordinate with Duluth Workforce and JET to carry out regional Pathway Design and Development to meet workforce needs.
 - a. Funding in Narrative 11

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

1. Connect employers and CTE programs for a sustainable and scalable career-connected system with a 25% increase in advisory board participation.
2. 14 of the 16 schools in the Consortium will participate in at least one regional CTE career event in FY26.
3. Coordinate with districts and industry partners to provide one increased opportunities for students to engage in a pathway from one of the Priority 1 or 2 POS.

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.
 - o The Consortium leadership is a member of many workforce committees and collaborates with workforce agencies in our region (Duluth Workforce, JET, and APEX) to plan, coordinate, and carry out three career exploration events: Construct Tomorrow, Tour of Manufacturing, and Discover Healthcare. We also sit on a number of other boards that support the development of coursework, activities, and strategic planning. These include advisory boards, the Emerging Workforce Board, YES Duluth, regional Healthcare committees, Manufacturing Sector Strategy Committee, as well as the NE Service Cooperative.
 - o LSC offers space on the college's campus for our local CareerForce office. The staff that uses this space offers one-on-one guidance, training, networking, labor market information, and more. This is a great way for the college and workforce to connect and partner on multiple workforce initiatives in order to meet the needs of all students,

especially special populations who may not have access to this information and guidance.

- b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
 - The Consortium works closely with the DEED Regional Analyst to provide information that aids in the decision-making process to the Consortium Board and Budget Committees. The analyst is also a guest speaker in many CTE classrooms within the Consortium to share information on high-skill, high-wage, or in-demand industry sectors or occupations with high school students.
- c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
 - As stated above, LSC offers space on the college's campus for our local CareerForce office. The staff that uses this space offers one-on-one guidance, training, networking, labor market information, and more. This is a great way for the college and workforce to connect and partner on multiple workforce initiatives in order to meet the needs of all students, especially special populations who may not have access to this information and guidance.
 - LSC also works with the ABE Specialist on campus to provide opportunities for students within the Pathways to College Success Program. Pathways to College Success is a collaboration between ISD 709: Duluth Public Schools/Adult Education (ABE) and Lake Superior College. It is a free program designed to assist students to successfully prepare and transition into college ready courses. Pathways to College Success is offered in reading, writing and math content.

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	\$5,000
3 .	Postsecondary Subtotal	\$6,000
4 .	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$16,000
5 .	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	\$2,400
6 .	Secondary Subtotal	\$18,400
7 .	TOTAL	\$24,400

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: Math and Reading	This Need is in Element(s):																
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>												
<p>There is a need to increase scores in math and reading for CTE Concentrators.</p> <p>Although the Consortium met the Performance Indicator goal, the trend over the last three years is concerning. Scores have been as follows:</p> <table border="0"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>• 2021:</td> <td>54.41%</td> <td>24.36%</td> </tr> <tr> <td>• 2022:</td> <td>57.27%</td> <td>35.71%</td> </tr> <tr> <td>• 2023:</td> <td>47.93%</td> <td>28.42%</td> </tr> </tbody> </table> <p>There is also concern within some of the subgroups, such as females, Blacks, and American Indians in Math and Special Education and Economically Disadvantaged in both Reading and Math. There is much room for improvement here, and strategies must be explored. 35% of the CTE Teachers responded positively that opportunities to collaborate with other educators and additional resources to support students would be most helpful in raising scores in reading and math.</p>							Reading	Math	• 2021:	54.41%	24.36%	• 2022:	57.27%	35.71%	• 2023:	47.93%	28.42%
	Reading	Math															
• 2021:	54.41%	24.36%															
• 2022:	57.27%	35.71%															
• 2023:	47.93%	28.42%															
2. Strategies to address need:																	
<ol style="list-style-type: none"> 1. Consortium Coordinators will provide professional development for CTE teachers in building reading and math skills through CTE instruction. <ol style="list-style-type: none"> a. Funding in Narrative 8 - Professional Development 2. Consortium Coordinators will provide professional development for Math teachers in connecting instruction to CTE and industry knowledge and skills <ol style="list-style-type: none"> a. Funding in Narrative 8 - Professional Development 																	
3. Measurable Outcomes (report results in next APR):																	
<ol style="list-style-type: none"> 1. Five CTE teachers will participate in either reading or math professional development. 2. Five Math teachers will participate in professional development to better understand how instruction can connect to CTE and industry. 																	

4. Provide additional narrative to address the following:
 - a. How will your consortium improve both the academic and technical skills of students in CTE programs?
 - By strengthening the academic and career and technical components of such programs
 - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)
 - Our consortium members through their advisory boards will work closely with industry partners to make sure their curriculum aligns with current workforce demands, ensuring students are equipped with the most relevant technical skills. Additionally, our consortium will provide access to industry standard equipment, allowing students to gain hands-on experience in real-world scenarios. The consortium will also provide professional development and best practices but with local control over how academic and career and technical components are connected and carried out, each school district will determine how and if it will be implemented.

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

There is a need to address the enrollment and success of special populations in CTE programs at the secondary and post secondary levels.

Our CLNA Survey indicated 75% of secondary administrators stated that class schedule constraints were a barrier to student participation in CTE courses. Other challenges related to CTE enrollment that were identified in the survey included a lack of district funding and resources (38% of respondents), awareness of CTE programs (38%), not enough students signing up for CTE classes (56%), lack of CTE staffing (50%), and at-home factors (25%). CTE instructors reported the following barriers: 90% class schedule constraints, 36% graduation requirements, and 45% lack of CTE Offerings. 37% of current CTE students report that other classes they want/need conflict with CTE classes, and 31% reported that some CTE programs are unavailable at the school.

Student groups that were below the targets in most of the indicators include American Indian, Asian, Black, and Multi-Racial. Special Populations below the targets include Special Education, Economic Disadvantaged, and Non-Traditional. The groups with the largest population of students enrolled, which would most benefit from additional services/supports, include American Indian, Multi-racial, and Economic Disadvantaged. Some significant items to note include American Indian students, who were 30.59% below the target, and Non-Traditional students, who were 29.91% below the target in the 4-year graduation rate.

Within postsecondary, Non-traditional enrollment within Architecture & Construction, Health Science and Transportation, and Distribution & Logistics shows our largest gaps. Our data shows that within Architecture & Construction, the non-traditional rate is 5.62%. Within Health Science, it is 19.26%, and within Transportation, Distribution & Logistics, it is 1.47%.

Currently, three Minnesota colleges and universities are designated Comprehensive Transition and Postsecondary (CTP) Programs. Further, in Minnesota, 11% of people with intellectual and developmental disabilities (I/DD) served by the state human services agency were in competitive integrated employment.

The data from LSC's Fostering a Community of Inclusion Event provided data on the need to develop a program for those with intellectual disabilities (ID). Fewer than 3% of students with ID in the State of Minnesota have access to higher education opportunities. Approximately 1000 MN students with intellectual disabilities (ID) complete 12th grade each year. As such, about 5000 individuals with ID are typically college age (18-22 years old). While many individuals with ID desire to continue their education in an inclusive postsecondary setting, only 90 spaces in a postsecondary setting are available for students with ID in Minnesota - none of which are classified as fully inclusive opportunities.

2. Strategies to address need:

1. Consortium Coordinators will assist school districts with scheduling CTE courses by February 2026.
 - a. Funding in Narrative 9 - Salaries
2. LSC will host career exploration events to provide exposure to career opportunities to at-risk youth within FY26.
 - a. Funding under Narrative 5
3. LSC's CLA1 - Integrated Manufacturing will connect to high school trade and industry programs in FY26.
 - a. Funding under Narrative 5
4. LSC's CLA2 - PTA Military Bridge will support military participants for FY26.
 - a. Funding under Narrative 5
5. LSC will provide a Coordinator to develop a program for students with intellectual disabilities for FY26.
 - a. Funding under Narrative 11

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

1. Assist one school district with adjusting its schedule in the 2025-26 school year, allowing additional opportunities for enrollment in CTE courses.
2. Host eight Career Exploration Events in three different Career Fields at LSC during the 2025-26 school year, with a 10% increase in student participation.
3. Connect the Integrated Manufacturing CLA with each school district's Trades and Industry Teacher.
4. PTA Military Bridge CLA will increase the number of students taking the NPTE and program pass rates will meet or exceed 85%.
5. Program will be ready to present to AASC by June 30, 2024, with the goal of a Spring FY26 state date.

NEED B: Collaboration between districts and postsecondary to increase opportunities to access CTE	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>There is a need to increase collaboration between secondary and postsecondary CTE programs in order to provide a seamless transition for students within a pathway.</p> <p>Only 25% of CTE teachers and 36% of the administrators in the Consortium reported collaboration with other local school districts as a strength. Collaboration between secondary districts is needed to enhance access to CTE opportunities for all students. By pooling resources and expertise by secondary and postsecondary, we can offer a wider range of specialized CTE programs catering to diverse student interests and career paths. Collaboration enables districts to share best practices, curriculum resources, and industry connections, ensuring that CTE offerings align with current workforce demands and industry standards. Additionally, joint efforts facilitate the development of seamless pathways for students, specifically those from special populations, to transition from secondary to postsecondary programs or directly into the workforce.</p>					
2. Strategies to address need:					
<p>1. Consortium Coordinators will facilitate and support collaboration between Cloquet and Fond du Lac Ojibwe School to provide opportunities for American Indian students in CTE courses in FY26.</p> <p>a. No Funding Needed</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. Increase the number of students from FDL Ojibwe School enrolled in CTE courses at Cloquet High School by 10%.</p> <p>a. Funding in Narrative 10 - Salaries</p>					

4. 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?

We will address the barriers to access and success for special populations within CTE programs by building partnerships with area organizations, employers, and educational institutions. By collaborating with community organizations, educational institutions, and employers, these partnerships can facilitate targeted outreach efforts to underserved communities, ensuring equitable access to CTE opportunities.

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

We will prepare special populations for high-skill, high-wage, or in-demand occupations which will lead to self-sufficiency by providing WBL opportunities in both ACTE-SpEd and Diversified Program Approval areas, career exploration

opportunities, industry-standard equipment, and professional development opportunities for our consortium programs.

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

We will be expanding dual enrollment opportunities for all our consortium schools. Many of our districts do not have the capacity to hire teachers within all of the career fields which does not provide many CTE options for students. Having dual enrollment options within multiple fields provide opportunities for students in traditional and non-traditional fields. This also allows CTE students to earn college credits while still in high school and can provide students with a head start on their education and facilitate their transition into non-traditional fields.

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

Our consortium schools, both secondary and postsecondary, will ensure members of special populations will not be discriminated against and will have equal access to CTE by adhering to policies and procedures set forth by MDE and MN State.

- MN State Policy
 - 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education.
- MN Dept of Education - **U.S. Department of Education, Office for Civil Rights**
 - The U.S. Department of Education, Office for Civil Rights (OCR), is the federal agency charged with enforcing the following civil rights laws:
 - Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin by recipients of federal financial assistance (34 C.F.R. Part 100).
 - Title IX of the Education of 1972 prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance (34 C.F.R. Part 106).
 - Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability by recipients of federal financial assistance (34 C.F.R. Part 104).
 - Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability by public entities (28 C.F.R. Part 35).

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: Expanded WBL Opportunities	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
<p>There is a need to expand Work-Based Learning opportunities for secondary and post secondary students.</p> <p>Survey data and meetings with industry partners showed a desire to expand WBL opportunities at the secondary and post secondary levels to grow the workforce. Support is needed in bridging the connection and helping with logistics to engage industry in WBL activities. The current condition is that there are still many CTE teachers who do not have the WBL endorsement.</p> <p>The committee reviewed the WBL data on Secure Reports for the consortium as a whole and by school district. Although the SDLP goal was met with 8.2% actual performance, it resulted from enrollment in six Consortium schools. The other schools in the Consortium showed little or no opportunities for WBL. The sixth criterion for State-Recognized Programs of Study is that it "Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry." Although we met our goal on this performance indicator, our Waterline Report from MDE shows that two high schools within the Consortium had a high percentage (62.5% and 60%) of CTE concentrators graduating from high school having participated in work-based learning. Four had an average percentage (21.21%, 14.71%, 11.67%, 8.33%). The remaining schools were below 5%, with several at 0%. The gap between the schools within the Consortium schools is large.</p>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Strategies to address need:</p> <ol style="list-style-type: none"> 1. Consortium districts will be connected with FutureForward staff to learn about and how to utilize the Future Forward website. The website is designed to help connect districts with business and industry and access career-connected activities in the region. <ol style="list-style-type: none"> a. No funding needed 2. Consortium Coordinators will coordinate with the LCSC and assist teachers in securing a WBL Endorsement through PELSB. <ol style="list-style-type: none"> a. Funding in Narrative 10 - Salaries b. Funded through MN Service Cooperative CTE Funding 					
<p>3. Measurable Outcomes (report results in next APR):</p> <ol style="list-style-type: none"> 1. Consortium Coordinators will connect 100% of our districts with the Future Forward staff in FY26. 2. Five CTE teachers will earn their WBL endorsement in FY26. 					

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.
 - Ten school districts within the Consortium have WBL programs approved and students enrolled in FY24. Cloquet and Hermantown have approved programs in ACTE-SPED and Diversified with students enrolled in FY25. McGregor and Moose Lake currently have a PA in ACTE-SPED only.
- 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.
 - The Consortium will partner with the NESC to support districts in increasing their collaboration and connection to industry. This support benefits all CTE students, including special populations, at both the secondary and postsecondary levels.
- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.
 - We will continue to offer support for teachers to acquire the Work-Based Learning endorsement, thus expanding opportunities for students.

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: Dual Enrollment Opportunities	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need for increased dual enrollment opportunities for secondary students within the Consortium.</p> <p>The Consortium's CLNA surveys have consistently highlighted a need to increase our dual enrollment programs/courses within our schools. Only 19% of students who responded to the survey stated that "My Career and Technical Education classes have helped me to earn college credit." Dual enrollment programs are essential in our schools because they provide students with opportunities to earn college credits while still in high school, thereby reducing the time and cost required to obtain a degree. Students and parents alike have expressed a strong interest in accessing advanced coursework that bridges the gap between high school and college, offering students a smoother transition and a preview of the academic rigor they can expect in higher education. Additionally, dual enrollment enhances student motivation and engagement by offering them challenging coursework that aligns with their interests and career goals.</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. Consortium Coordinators will support Articulation Agreement between secondary and postsecondary <ol style="list-style-type: none"> a. Funding in Narrative 7 2. Consortium Coordinators will explore options for expanding dual enrollment opportunities between high schools and LSC. <ol style="list-style-type: none"> a. Funding in Narrative 11 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. The Consortium will contract with Code Pros to house all CTE consortium's articulation agreements. All articulations will be completed by November 15, 2025. 2. 80% of the students who register will complete the articulation requirements. 3. Consortium leaders will train 100% of the teachers associated with articulation agreements to ensure they understand the articulation process, what is required, and how to access and process their articulated credits. 4. LSC will host 8 events in FY26 (e.g., parent/student information night) to promote dual enrollment opportunities. 					

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?
 - o Lake Superior College offers a variety of options for Minnesota or Wisconsin students to receive college credit while still in high school, including Concurrent Enrollment or College in the Schools, Online, Articulation, and On-Campus PSEO.

Narrative 8: Support to Professionals

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

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

NEED A: Professional Development	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>There is a need for professional development in order to support the ongoing growth and retention of teachers.</p> <p>The Consortium currently has provided training and will continue investing in teachers' professional growth which demonstrates a commitment to their success. This fosters job satisfaction and ultimately enhances retention rates within the educational workforce.</p> <p>56% of the CTE teacher survey responders stated that they have limited professional development opportunities. Types of professional development teachers want include PD specific to program content, hands-on training, time and funding for online classes, and to visit professionals in the community, WBL, and writing curriculum to meet CTE standards. Providing quality professional development is an important part of retaining, supporting, and training CTE professionals</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. Consortium Coordinators will convene the secondary CTE teachers within the consortium Pathway-Specific Training in FY26. <ol style="list-style-type: none"> a. Funding in Narrative 10 - Salaries 2. Consortium will fund professional learning experiences within program specific areas for FY26. <ol style="list-style-type: none"> a. Funding in Narrative 8 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. 80% or greater of the CTE teachers in the Consortium participate in pathway specific training offered by the Consortium in FY26.. 2. 50% or greater of the CTE teachers in the consortium will participate in professional learning experiences funded by Perkins in FY26. 					

NEED B: Licensure Information and Support	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"/>

There is a need for licensure information and support for administrators and teachers within the Consortium.

Currently, 85 secondary teachers hold a Career and Technical Education license in the Lake Superior Consortium. They come from a wide range of backgrounds and paths to teaching. Twenty three of these have an Out of Field Permission in one or more areas. Five instructors hold a Tier 1 license in their CTE area, and nine instructors hold a Tier 2 License.

50% of administrators surveyed said that “adequate staffing” is a barrier to student participation in CTE classes. The second need is supporting teachers in order to increase retention. This includes supporting them in becoming fully licensed and gaining knowledge and skill in teaching pedagogy along with skill-building in their area of licensure. All early career teachers are encouraged to join the CTE TIP program and provided mentors to support them in their development as CTE educators.

Surveys indicated a need to build awareness of opportunities for entry into the teaching profession. 50% of administrators surveyed ranked teacher licensure and recruiting new/replacement CTE teachers as the number one challenge relating to Career and Technical Education in their district. By strategically marketing to industry professionals, we can address this demand and enhance the quality and relevance of our educational offerings. Many individuals with expertise in CTE fields often opt for higher-paying jobs in their respective industries rather than pursuing teaching careers. Additionally, the requirements for becoming a career and technical teacher can be daunting and dissuasive for potential candidates. With Tier 1 opportunities available in Minnesota for entry into the teaching profession, advisory boards must be used to build awareness of the pathway to licensure. Other places to market these opportunities should be explored, such as Workforce Development organizations, AMFA, APEX, etc.

2. Strategies to address need:

1. Consortium Coordinators will utilize partnerships within business/industry to help recruit teachers, especially individuals from underrepresented groups and nontraditional careers, into the Tier 1 teacher track.
 - a. Funding in Narrative 10 - Salaries
2. Consortium Coordinators will assist teachers on an Out of Field Permission (OFP) to become fully licensed through PELSB.
 - a. Funded through MN Service Cooperative CTE Funding
 - b. Funding in Narrative 10 - Salaries

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

1. Two new instructors will become CTE educators in the Consortium from industry for the 2025-26 school year.
2. Eight teachers in the Consortium are on an OFP and will complete the process to receive a CTE license through PELSB during the 2025-26 school year.

4. Provide additional narrative to address the following:

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

The Consortium will create a marketing piece to share with a wide range of organizations represented on the Emerging Workforce Committee that can help spread this information to a wider audience. Teachers entering the Consortium as a new CTE teacher will be encouraged and supported to enroll in the CTE- TIP program.

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

The Consortium will work closely with the Lakes Country Service Cooperative to ensure applicable certification, credential, and licensure requirements are met for any teacher working through the licensure process. The Consortium will continue to use Advisory Board recommendations for professional development to guide the training and ensure instructors are current with industry standards and applicable state certifications.

Consortia leaders and state staff will continue to communicate professional development opportunities to instructors. Instructors will be informed of the application process for requesting funds.

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: Post-Program Placement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to increase the post-program placement for secondary CTE Concentrators within the Consortium in order to provide advanced training that will increase opportunities for students and trained employees for the workforce.</p> <p>Although improvement was made in this Performance Indicator (from 37.53% to 44.88%), the Consortium is still below the SDLP goal of 45.84%. Upon looking deeper into Secure Reports, a couple of gaps were recognized. First, over the past three years, males have been consistently below the SDLP, and females have been above. Gaps were also identified in the number of CTE participants and concentrators from sub-groups, which was much lower than the number of students from that sub-group enrolled in the school district. Specifically, this was found in Cloquet and Duluth, which have the highest percentage of students from the various subgroups. The result of this inquiry led us to find that students from subpopulations more often need to retake classes that they had previously failed and had scheduling conflicts with the CTE courses offered.</p> <p>Over the past three years, the PowerBI data has indicated that our largest gap within Postsecondary Placement comes within Architecture & Construction, Business Management & Administration, and Manufacturing. Significant improvements have been made within construction, from a 2021 performance rate of 37.97% to a 2022 performance rate of 57.35% and a 2023 performance rate of 71.93%. Business Management & Administration has also shown an increase in performance rates in 2021, with a performance rate of 65.54%, a 2022 performance rate of 72.73, and a 2023 performance rate of 100%. Manufacturing continues to steadily increase within postsecondary placement from a 2021 performance rate of 72.73% to a 2022 performance rate of 82.6% and a 2023 performance rate of 84.85. Although improvement has been made, we will continue working on retention and placement within all our programs.</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. Postsecondary CTE staff will conduct visits to secondary CTE programs in FY26. <ol style="list-style-type: none"> a. Funding Narrative 2 2. Secondary CTE teachers will carry out Career Exploration Field Trips, Competitions, and Post secondary Visits in FY26. <ol style="list-style-type: none"> a. Funding in Narrative 2 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Postsecondary staff will conduct 10 visits to secondary schools during the 2025-26 school year. 2. 14 of the 16 districts will carry out career exploration activities for students. 					

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?
 - Over the past three years, males have been consistently below the SDLP, and females have been above. Gaps were also identified in the number of CTE participants and concentrators from sub-groups, which was much lower than the number of students from that sub-group enrolled in the school district. Specifically, this was found in Cloquet and Duluth, which have the highest percentage of students from the various subgroups.
- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?
 - See strategies above.

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: Perkins Leaders Positions/Consortium Expenses	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>In accordance with federal and state laws governing Perkins V, there is a need for leadership within the consortium. Lake Superior Consortium has a governance board to ensure accountability and transparency and has established Bylaws to ensure clear and concise decision-making. Perkins leaders play a crucial role in administering their local grant and are responsible for confirming that the grant funds are used effectively and in accordance with federal and state guidelines. They are also responsible for engaging with various partner organizations, including educators, employers, and community members, to gather input on CTE priorities and ensure that grant activities align with local workforce needs.</p>					
2. Strategies to address need:					
<p>Consortium:</p> <ol style="list-style-type: none"> 1. Perkins Funded Positions <ol style="list-style-type: none"> a. Funded in Narrative 10 2. Perkins Coordinators Roles and Responsibilities <ol style="list-style-type: none"> 1. Collaboratively facilitate development of the biennial local unified secondary/postsecondary Perkins consortium application and budget—including budget updates and plan changes in intervening years. Submit the application through the Minnesota State grant management system online by May 1st of each year. The local application must include the consortium's initiatives to meet state-determined 					

<p>levels of performance required under the law by the U.S. Department of Education; Office of Career, Technical, and Adult Education (OCTAE).</p> <ol style="list-style-type: none"> Facilitate completion of a <u>comprehensive local needs assessment (CLNA)</u> not less than every two years and prior to submission of the local consortium application for Perkins V funding. The CLNA can be limited to the consortium or can be regional in scope. Manage consortium activities and budget to meet the unified goals of the consortium and requirements of the Perkins Law. Submit an APR online using the Minnesota State grant management system by October 1st each year. Provide, or arrange with state CTE leadership to provide, technical assistance and professional development to assist consortium partners with achieving consortium goals and meeting state-determined performance measures. Coordinate development and implementation of state-recognized programs of study among high schools and the Minnesota State college partner in the consortium. <ol style="list-style-type: none"> Each local Perkins consortium is required to have in place six state-recognized programs of study. Each program of study must meet the seven minimum requirements specified in the <u>State recognized Programs of Study User Guide</u>. Participate in the CTE fall conference (CTE Works! Summit) and the annual Perkins consortium coordinators' meeting led by state CTE leadership. <ol style="list-style-type: none"> Funded in Narrative 10
<p>3. Measurable Outcomes (report results in next APR):</p>
<p>Consortium:</p> <ol style="list-style-type: none"> Employed Perkins Coordinators Completed all Perkins Coordinator Responsibilities noted in strategies.

- Provide additional narrative to address the following:
 - Describe your consortium's formal governance structure, including:
 - How the consortium leadership is organized,
 - Processes used for making financial decisions,
 - Processes and structures in place to ensure secondary and postsecondary collaboration, and
 - Communication systems in place to ensure all consortium members are continually informed.
 - Note any areas of governance that are being developed or improved

BYLAWS OF LAKE SUPERIOR PERKINS CONSORTIUM

Article I: Purpose

The mission of the Lake Superior Perkins Consortium is to support Career and Technical Education (CTE) by utilizing consortium funds within the eleven narratives (Section 134) found in the Perkins V Grant.

Article 2: Governance Board

Member Schools:

Barnum High School
Carlton High School
Cloquet High School

Cook County High School
Cromwell-Wright High School
Denfeld High School

East High School
Esko High School
Fond du Lac High School

Hermantown High School
McGregor High School
Moose Lake High School

Proctor High School
Silver Bay High School
Two Harbors High School

Wrenshall High School
Lake Superior College (LSC)

The sixteen high schools will select one voting member for representation at consortium meetings. Additionally, the Duluth Schools will select one administrative/at-large voting member. LSC will select three voting members—administrative/at-large. Voting members can be an administrator or CTE instructor from that school or institution. Only these representatives will be allowed to vote at consortium meetings; additional individuals can attend in a non-voting capacity. These twenty members will form the Lake Superior Perkins Consortium Governance Board. At the October meeting of the consortium each of the schools will provide the consortium the name(s) of their voting member(s). In addition, all schools will provide the names of proxy representatives who could represent their school in situations preventing their voting members from attending. By consensus the consortium will accept all twenty school representatives. No individual will have more than one vote.

At the October board meeting, the following positions will be appointed for the year.

- Board Chair
- Vice Board Chair
- Secretary

Article 3: Leadership Team

It is the responsibility of LSC to hire and supervise the Postsecondary Perkins Coordinator whose role is to serve as the college representative on the leadership team. The Postsecondary Perkins Coordinator will serve on all consortium committees and will be the primary contact person for all communications with the State of Minnesota at the postsecondary level and will be a non-voting member of the consortium. The sixteen consortium high schools shall supervise one secondary liaison who serves on the leadership team. Member high schools shall appoint one liaison to act as the Secondary Perkins Coordinator. This person will be the primary contact person for all communications with the State of Minnesota at the secondary level and will represent the northern consortium schools of Duluth East, Duluth Denfeld, Esko, Cook County, Hermantown, Proctor, Silver Bay and Two Harbors High School. One additional liaison will represent the southern consortium schools of Barnum, Carlton, Cloquet, Cromwell-Wright, Fond du Lac, McGregor, Moose Lake, and Wrenshall. The Secondary Perkins Coordinator and southern school liaison will be non-voting members of the consortium.

Article 4: Voting Procedure and Agenda

The individuals identified in *Article 2: Governance Board* will constitute the entire allowed voting bloc for the consortium with a simple majority of members in attendance required for passage of most agenda items. A quorum of consortium members—eleven—must be present to act on any agenda items. Any items tabled must be resolved at the next consortium meeting; providing a quorum is present.

All items to be considered for the agenda must be sent to the Postsecondary Perkins Coordinator five days in advance of the meeting. The Postsecondary Coordinator will send an agenda, with appropriate attachments including minutes from the previous meeting, to consortium members two days in advance of the meeting. Additions to the agenda brought by individual consortium members will be considered and will require a supermajority of 2/3 of the members present to be placed on agenda. Approval of the meeting agenda with a simple majority, if a quorum is present can then occur. Members can participate via telepresence if a situation arises preventing them from physically attending the consortium meeting or their proxy representative can attend in their place.

Article 5: Guidelines

Guidelines:

- Will follow the Perkins mandates, rules, directions and guidelines as established in Perkins V
- Will follow the Perkins V Required Uses of Funds:
 - Support integration of academic skills into career and technical education programs and programs of study.
 - Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
 - Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades.
 - Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
 - Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established.
 - Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the comprehensive needs assessment required.
- Perkins Grant Dollars must be fully encumbered by June 30th of each fiscal year. The consortia may not carry over any funds from fiscal year to fiscal year.
- The consortium will utilize input from high school and college faculty, counselors, administrators, and the program approval process to select programs to receive support
- The budget and all priorities will be decided by discussion and vote at consortium meeting
- The consortia must only provide funds in programs that have been approved by the Minnesota Department of Education, meeting all program approval requirements set forth in Minnesota Administrative Rule 3505.
- The six elements of state recognized program of study will serve as the guiding pathway for the consortiums' efforts in the evaluation of the POS process

Article 6: Standing Committees

In December individuals will be identified by the consortium for grant planning. These individuals may, but are not required, to be voting members of the consortium.

This grant writing committee will have representation from:

- Superintendent's selection
- One northern and one southern CTE instructor
- Duluth CTE instructor
- Three LSC representatives
- Secondary Perkins Coordinator
- Postsecondary Perkins Coordinator

Proposed budget will be presented to the consortium at the March meeting for discussion. Voting to approve the budget will occur at the April Meeting. Once approved by the Consortium School Superintendents and the Lake Superior College President the Postsecondary and Secondary Perkins Coordinators will submit a budget to the State of Minnesota.

In April individuals will be identified by the consortium to review bylaws. These individuals are required to be voting members of the consortium.

Bylaws committee for consortium:

- Administrator
- CTE instructor
- Secondary Perkins Coordinator
- Postsecondary Perkins Coordinator

Any proposed changes to bylaws will be presented at the October meeting of the consortium, discussed and voted on at the next scheduled consortium meeting. Any amendment to these bylaws must be approved by a super majority of two thirds of the entire nine-member consortium board.

Article 7: Budget

- Presentation to Consortium
 - At the October meeting of the consortium the leadership team will present all expenditures from the previous fiscal year's budget.
- Fiscal Host
 - Secondary - Proctor Public Schools
 - Post-Secondary – LSC
- Item Approval
 - Under \$1,000 – Leadership Team does not need board approval
 - \$1,000+ - Leadership Team needs board approval (in person or via email)

Article 8: Presentation to Consortium School Boards

Over the course of the school year the Postsecondary Perkins Coordinator and/or Secondary Perkins Coordinator will be collecting information to report or present to each consortium school board (except Duluth) in August or September.

Included in that report will be:

- How money was spent in their specific school that fiscal year
- Copy of grant for the next fiscal year for secondary schools

In addition, the Postsecondary Perkins Coordinator will encourage any CTE instructors from that specific school to attend that board meeting if a presentation is given.

The Lake Superior Carl Perkins Consortium adopted bylaws on December 17, 2014

Revised Lake Superior Carl Perkins Consortium bylaws on May 21, 2020

Revisions approved by the Lake Superior Carl Perkins Consortium Board on March 22, 2021

Revisions approved by the Lake Superior Perkins Consortium Board on October 11, 2022

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: Program of Study Development	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to increase enrollment in Health Science programs in secondary programs and at Lake Superior College in order to address high workforce demand.</p> <p>There is a gap in meeting the workforce demands in Healthcare. In Northeast Minnesota, an analysis of local labor market occupational gaps showed that Registered Nurses are the number one in-demand occupation. This is followed by many other related Healthcare occupations that all have a current demand indicator of five stars, such as</p> <ul style="list-style-type: none"> • Nursing Assistant/Aide and Patient Care Assistant/Aide, • Licensed Practical Nurse, • Allied Health and Medical Assisting Services • Pharmacy • Health Care Administration/Management • Clinical Laboratory Science/Medical Technology/Technologist 					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>1. Consortium Coordinators, MDE staff, and secondary and postsecondary administrators and teachers will explore options for continuing and expanding partnerships between school districts and LSC in Health Science program options.</p> <p>a. Funding in Narrative 11</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. In the 2025-26 school year, two or more schools without a Health Science program will partner together with LSC to increase opportunities for students to be enrolled in the Health Science SR-POS.</p>					

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

1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The need is to enhance secondary and postsecondary programs with industry standard equipment to meet the demands of the modern workforce. The existing equipment in schools often falls short of industry standards, prompting districts and the college to enhance their programs in order to prepare students with the skills needed to be successful in the workforce.</p> <p>Advisory board meeting minutes provide the data needed for enhanced equipment to continuously improve our Priority 1 and 2 POS.</p> <ul style="list-style-type: none"> ● Manufacturing ● Construction ● Health Science ● Transportation ● Hospitality & Tourism <p>According to our CLNA Secondary Student Survey, 34% report that classrooms, labs, and equipment are comparable to what they will find in college and/or the workplace, 41% provide technology that assists with learning simulations of work, and 54% report they are a pathway to work/college/ career after high school. 88% of CTE teachers reported that facilities, equipment, technology, and materials used in Career and Technical Education (CTE) programs reflect current workplace, industry, and/or occupational practices and requirements. This shows a gap in the perceived level of quality but also room for improvement in providing for the needs of our secondary programs that are comparable to post-secondary education and within the industry.</p> <p>According to our CLNA Postsecondary Student Survey, 64% of students indicated their program had up-to-date industry equipment, and 43% stated that their program had enough equipment for all students within the program, whereas 67% of administrators, faculty, and staff believe that the college's facilities, equipment, technology and materials reflect current workplace, industry, and/or occupational practices and requirements. Our data also states that 75% of postsecondary administrators, staff, and faculty reported that the college offers opportunities, time, and funding for professional development for instructors to stay current within their field. The data above indicates the need to continue evaluating the facilities, equipment, technology, and materials used within our classrooms, along with recruiting additional business and industry representatives to be a part of our advisory boards. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
1. Secondary and Postsecondary teachers and administrators will purchase industry standard equipment to align CTE programs and prepare students for high-wage, high-skilled, in-demand careers within POS Priority 1 & 2. <ul style="list-style-type: none"> a. Funding in Narratives 2 & 11. 					
3. Measurable Outcomes (report results in next APR):					
1. Perkins Coordinators will complete and submit Equipment Request applications for items included in the initial application to the state by October 1, 2025. Supplemental Fund Requests applications will be submitted by March 15, 2026. 2. Secondary and Postsecondary teachers and administrators will purchase and receive equipment by June 30, 2026.					

NEED C: Special Population	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 checked="" type="checkbox"/>

75% of secondary administrators stated that class schedule constraints were a barrier to student participation in CTE courses. Other challenges related to CTE enrollment that were identified in the survey included a lack of district funding and resources (38% of respondents), awareness of CTE programs (38%), not enough students signing up for CTE classes (56%), lack of CTE staffing (50%), and at-home factors (25%). CTE instructors reported the following barriers: 90% class schedule constraints, 36% graduation requirements, and 45% lack of CTE Offerings. 37% of current CTE students report that other classes they want/need conflict with CTE classes, and 31% reported that some CTE programs are unavailable at the school.

Duluth Public School and the work of the Emerging Workforce Committee of the Duluth Workforce Board have found a major challenge: the number of required classes students need to take and the number of students needing to retake failed classes. Both situations limit the number of CTE courses students can fit into their schedule. Previously, students could take numerous CTE classes that would meet the state's graduation requirements. Due to changes in requirements at the state level, this number has dropped significantly, with only a few CTE courses remaining where this is possible. Duluth is also on a six-period school day, which further limits opportunities for enrollment in CTE classes.

The need to expand outreach activities was evident through our surveys, industry boards, and local workforce boards. We will continue collaborating with local after-school clubs such as - Boys and Girls Clubs, Valley Youth Centers, Neighborhood Youth, and the Family Freedom Center to offer hands-on career exploration events for students from underrepresented groups. There is a large need to expand these throughout the consortium.

The data from LSC's Fostering a Community of Inclusion Event provided data on the need to develop a program for those with intellectual disabilities (ID). Fewer than 3% of students with ID in the State of Minnesota have access to higher education opportunities. Approximately 1000 MN students with intellectual disabilities (ID) complete 12th grade each year. As such, about 5000 individuals with ID are typically college age (18-22 years old).

While many individuals with ID desire to continue their education in an inclusive postsecondary setting, only 90 spaces in a postsecondary setting are available for students with ID in Minnesota - none of which are classified as fully inclusive opportunities. Currently, three Minnesota colleges and universities are designated Comprehensive Transition and Postsecondary (CTP) Programs. Further, in Minnesota, 11% of people with intellectual and developmental disabilities (I/DD) served by the state human services agency were in competitive integrated employment.

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

5. Strategies to address need:

1. Hire Instructor to develop a program for students with intellectual disabilities.
 - b. Funding under Narrative 11
2. Support CTE Career Exploration Field Trips within Special Populations

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

1. Program will be ready to present to AASC by June 30, 2024, with the goal of an FY26 state date.
2. Offer 8 Career Exploration Events in multiple career fields.

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.
 - a. 3S1: Post-Program Placement
 - b. 5S3: Program Quality - Work-Based Learning
 - c. 1P1: Postsecondary Retention and Placement
 - d. 3P1: Nontraditional Program Enrollment

The consortium's expanded Work-Based Learning opportunities will allow students to gain a deeper understanding of their own strengths, interests, and career goals, empowering them to make informed decisions about their future pathways. The practical, hands-on skills obtained from one of the WBL experiences are directly applicable to various career paths, making graduates more attractive to employers.

- 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.

The consortium will be purchasing equipment within our Priority 1 & 2 areas: Engineering Manufacturing & Technology and Health Science. Having a well-equipped CTE classroom can attract and retain both students and teachers, as it signifies a commitment to the program. Industry standard equipment also fosters teacher confidence and professional satisfaction, as they can deliver up-to-date and relevant instruction.

Lake Superior College is putting funding towards the development of an Intellectual Disabilities Program, aimed at providing comprehensive support and education for individuals with cognitive impairments. The program is a response to the growing need for specialized services as well as industry needs within the community. Based on our regional needs the program will develop a core set of skills with pathways branching out into Healthcare and/or Manufacturing.

The Office of Higher Education (OHE) awarded Lake Superior College with a 2024 Inclusive Higher Education Grant. The \$200,000 grant will also help college staff develop new or enhance existing initiatives with the purpose of increasing overall enrollment and access for students with an intellectual and developmental disability.

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 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:	Lake Superior
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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):

We began the process of completing the CLNA in November of 2023 by coordinating with other Consortia on common survey language, then sending them out to CTE teachers, school administrators, guidance counselors, industry partners, students, and parents in the Consortium. The coordinators also reached out to the regional analyst with DEED and participated in the webinar for Real-Time Talent, which was held in the northeast region. Data was gathered from notes and minutes taken at CTE advisory board meetings, economic and business development organizations such as APEX and the Chamber of Commerce, and the Duluth Workforce Development Emerging Workforce Committee and pathway-specific working group meetings.

At the Lake Superior Perkins Consortium board meeting in December, a committee was formed to review and analyze the data and set priorities for the Consortium for the next two-year application. Before the first meeting in January, files were shared with committee members, including survey results, Real-Time Talent data, DEED data, advisory board minutes, workforce committee minutes, PowerBI data, and Performance Indicator data from Secure Reports. Carson Goercki, Regional Analyst for DEED, attended the day-long meeting to present and share insight into the regional labor market data. The committee then had lengthy discussions regarding the data and the potential impact of investments in CTE on our schools, students, and industry.

The committee then set priorities as described below and included them in the grant application that was sent to school districts on January 15th and is due on March 1st. School Districts and teachers can then use these to guide the analysis of needs and address them in their funding requests. This committee will then review the requests and prepare a budget that addresses the Consortium's priorities for inclusion in the next two-year application.

Lake Superior Consortium Priorities

- **Business and Industry Partnerships:** Initiatives that boost connections with business and industry partners to increase opportunities for workplace learning connections (job shadowing, work-based learning, guest speakers, internships, etc.), develop career pathways, and strengthen support for CTE programs.
- **Marketing:** Build awareness of CTE programs and career opportunities throughout the consortium and/or within individual school districts.
- **Healthcare, Trade and Industry, and Computer Science:** Regional workforce data indicates these are the region's high-wage, high-skill, in-demand career fields. Funds will be directed toward new and innovative ways to develop and improve Programs of Study in these areas.
- **Special Populations:** Improve services to Special Populations (ie. Individuals with disabilities or other barriers to educational achievement, including limited English proficiency; economically disadvantaged families; homeless. Youth in the foster care system or has a parent who is a member of the armed forces and is on active duty)
- **Math and Reading:** Develop new and innovative strategies to incorporate math and reading instruction into CTE courses.

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

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

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

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

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

Name	Title	Group Represented
Carson Goercki	Regional Analyst	MN Department of Employment and Economic Development
Elena Foshay	Director of Workforce Development	City of Duluth
Laura Nilsen	Career Counselor	Northeast Minnesota Office of Job Training
Dave Cook	Career Counselor	Northeast Minnesota Office of Job Training
Sandy Johnson	Director of Member Relations and Administration	APEX
Rachel Johnson	President and CEO Economic Development	APEX
Wade Karnes	President	Arrowhead Manufacturers and Fabricators Association (AMFA)
Janelle Jones	President/CEO	Lake County Chamber of Commerce
Linda Kingston	Vice President of Academic and Student Affairs	Lake Superior College
Trevor Wills	Interim Dean of Business and Industry	Lake Superior College
Anna Sackette-Urness	Dean of Allied Health and Nursing	Lake Superior College
Dee LeBlanc	Work Based Learning Coordinator	Northern Lights Special Education Cooperative

Name	Title	Group Represented
	CTE Teachers, school administrators, guidance counselors, students, and parents	<ul style="list-style-type: none"> • Barnum High School • Carlton High School • Cloquet High School • Cook County High School • Cromwell-Wright High School • Denfeld High School • East High School • Esko High School • Fond du Lac High School • Hermantown High School • McGregor High School • Moose Lake High School • Proctor High School • Silver Bay High School • Two Harbors High School • Wrenshall High School • Lake Superior College
Advisory Boards		Secondary/Postsecondary Industry Advisory Boards
MN State - RealTime Talent NE MN		NE MN Realtime Talent Regional CTE Workforce Trends and Careers for Tomorrow
Troy Haugen	Perkins Coordinator	Lakes Country Consortium
Cynthia Bailey	Perkins Coordinator	Lakes Country Consortium
Sarah Behrens	Perkins Coordinator	North Country Consortium
Elaine Hoffman	Perkins Coordinator	North Country Consortium
Kierstan Peck	Perkins Coordinator	Pine Technical Consortium
Ashley Nelson	Perkins Coordinator	Pine Technical Consortium
Lisa Hanson	Perkins Coordinator	Central Lakes Consortium
Mike Kaluza	Perkins Coordinator	Central Lakes Consortium
Tom Leuthner	Perkins Coordinator	Pine to Prairie Consortium
Katlyn Tamaalii	Perkins Coordinator	Pine to Prairie Consortium
Carrie Hanson	Perkins Coordinator	Runestone Consortium
Sean Johns	Perkins Coordinator	Runestone Consortium

Name	Title	Group Represented
Chris Vito	Perkins Coordinator	True North Stars
Jane Shade	Perkins Coordinator	True North Stars
Shannon Malovrh	Perkins Coordinator	True North Stars

Prioritizing Needs (Optional)

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

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

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIO A	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: WBL: Expanded Opportunities						X					X
Need B: Post-Program Placement									X		
Need C: Special Population Performance on Required Performance Indicators					X						
Need D: Math and Reading				X							
Need E: Consortium Governance										X	
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Gaps in Programs of Study		X									
Need B: Business and Industry Partnerships			X								
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Equipment		X									X
Need B: Dual Enrollment Opportunities							X				
Need C: Marketing		X									
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Professional Development								X			
Need B: Licensure Information and Support								X	X		
Need C: Marketing: Build awareness of opportunities for entry into the teaching profession											
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Special Populations					X						X
Need B: Collaboration between districts to increase opportunities to access CTE					X						

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

PRIORITIZED NEEDS

Element 1: Student Performance on Required Performance Indicators

E1-Need A: WBL: Expanded Opportunities

The committee reviewed the WBL data on Secure Reports for the consortium as a whole and by school district. Although the SDLP goal was met with 8.2% actual performance, it resulted from enrollment in six Consortium schools. The other schools in the Consortium showed little or no opportunities for WBL. The sixth criterion for State-Recognized Programs of Study is that it “Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry.” Although we met our goal on this performance indicator, our Waterline Report from MDE shows that two high schools within the Consortium had a high percentage (62.5% and 60%) of CTE concentrators graduating from high school having participated in work-based learning. Four had an average percentage (21.21%, 14.71%, 11.67%, 8.33%). The remaining schools were below 5%, with several at 0%. The gap between the schools within the Consortium schools is large. Survey data and meetings with industry partners showed a desire to expand WBL opportunities to grow the workforce. School District staff surveys and pathway meetings showed that students seek additional hands-on experience in Programs of Study. Assistance is needed in bridging the connection and helping with logistics to engage industry in WBL activities.

Industry boards, students, and teachers indicated that postsecondary work-based learning opportunities are essential for students as they bridge the gap between classroom knowledge and real-world application. These experiences provide invaluable hands-on training, allowing students to develop practical skills, gain industry insights, and cultivate professional networks.

E1-Need B Post-Program Placement:

The Consortium is on an Improvement Plan in this area. Although improvement was made in this Performance Indicator (from 37.53% to 44.88%), the Consortium is still below the SDLP goal of 45.84%. Upon looking deeper into Secure Reports, a couple of gaps were recognized. First, over the past three years, males have been consistently below the SDLP, and females have been above. Gaps were also identified in the number of CTE participants and concentrators from sub-groups, which was much lower than the number of students from that sub-group enrolled in the school district. Specifically, this was found in Cloquet and Duluth, which have the highest percentage of students from the various subgroups. The result of this inquiry led us to find that students from subpopulations more often need to retake classes that they had previously failed and had scheduling conflicts with the CTE courses offered.

Over the past three years, the PowerBI data has indicated that our largest gap within Postsecondary Placement comes within Architecture & Construction, Business Management & Administration, and Manufacturing. Significant improvements have been made within construction, from a 2021 performance rate of 37.97% to a 2022 performance rate of 57.35% and a 2023 performance rate of 71.93%. Business Management & Administration has also shown an increase in performance rates in 2021, with a performance rate of 65.54%, a 2022 performance rate of 72.73, and a 2023 performance rate of 100%. Manufacturing continues to steadily increase within postsecondary placement from a 2021 performance rate of 72.73% to a 2022 performance rate of 82.6% and a 2023 performance rate of 84.85. Although improvement has been made, we will continue working on retention and placement within all our programs. Data from our advisory boards and surveys indicate the need to continually work on providing seamless pathways from secondary to postsecondary to industry.

E1-Need C Special Population:

Student groups that were below the targets in most of the indicators include American Indian, Asian, Black, and Multi-Racial. Special Populations below the targets include Special Education, Economic Disadvantaged, and Non-Traditional. The groups with the largest population of students enrolled, which would most benefit from additional services/supports, include American Indian, Multi-racial, and Economic Disadvantaged. Some significant items to note include American Indian students, who were 30.59% below the target, and Non-Traditional students, who were 29.91% below the target in the 4-year graduation rate.

Within postsecondary, Non-traditional enrollment within Architecture & Construction, Health Science and Transportation, and Distribution & Logistics shows our largest gaps. Our data shows that within Architecture & Construction, the non-traditional rate is 5.62%. Within Health Science, it is 19.26%, and within Transportation, Distribution & Logistics, it is 1.47%.

E1-Need D Math and Reading:

Although the Consortium met the Performance Indicator goal, the trend over the last three years is concerning. Scores have been as follows:

<u>Reading</u>	<u>Math</u>
• 2021: 54.41%	24.36%
• 2022: 57.27%	35.71%
• 2023: 47.93%	28.42%

There is also concern within some of the subgroups, such as females, Blacks, and American Indians in Math and Special Education and Economically Disadvantaged in both Reading and Math. There is much room for improvement here, and strategies must be explored. 35% of the CTE Teachers responded positively that opportunities to collaborate with other educators and additional resources to support students would be most helpful in raising scores in reading and math.

E1-Need E Consortium Governance:

In accordance with federal and state laws governing Perkins V, there is a need for leadership within the consortium. Lake Superior Consortium has a governance board to ensure accountability and transparency and has established Bylaws to ensure clear and concise decision-making. Perkins leaders play a crucial role in administering their local grant and are responsible for confirming that the grant funds are used effectively and in accordance with federal and state guidelines. They are also responsible for engaging with various partner organizations, including educators, employers, and community members, to gather input on CTE priorities and ensure that grant activities align with local workforce needs.

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: Gaps in Programs of Study

There is a gap in meeting the workforce demands in Healthcare. In Northeast Minnesota, an analysis of local labor market occupational gaps showed that Registered Nurses are the number one in-demand occupation. This is followed by many other related Healthcare occupations that all have a current demand indicator of five stars, such as

- Nursing Assistant/Aide and Patient Care Assistant/Aide,
- Licensed Practical Nurse,
- Allied Health and Medical Assisting Services
- Pharmacy
- Health Care Administration/Management
- Clinical Laboratory Science/Medical Technology/Technologist

In addition, the Health Science Technology field is predominantly female (77.6%) and white (93.8%). Current enrollment at the secondary level where interest is established is insufficient. The consortium has a strong Health Science program at Lake Superior College and the secondary level within Duluth Public Schools. In the 2022-23 school year, there were 26 Participants and 52 Concentrators within secondary and 926 Participants and 441 Concentrators within postsecondary. A new program was recently established in Moose Lake, and a partnership between LSC and Proctor Public Schools was formed this year, so those numbers will increase for the current school year. However, work must be done to expand offerings to other schools and determine ways to bring these programs to special populations.

The Consortium has many strong programs in Trade and Industry, with 1,105 Participants and 1,036 Concentrators within secondary and 677 Participants and 333 Concentrators within post-secondary, yet keeping these programs up to date with industry-standard equipment is a challenge. The demand in the skilled trades is high, with many of these jobs requiring a high school diploma, apprenticeship, or two years of post-secondary education. According to the NE MN OID Education Alignment document, which used data from the sources listed below, many of these occupations pay a high wage, yet there is a gap in the number of available workers compared to job openings. Specific occupations in the skilled trades that have a Current Demand Indicator of 5 Stars include:

- Vehicle Maintenance and Repair Technologies
- Industrial Mechanics and Maintenance Technology/Technician
- Machine Tool Technology/Machinist
- Electrician
- Construction

In the Northeast, Hospitality & Tourism, Business, Management, and Administration, and Marketing, Sales, and Service clusters are expected to have the highest annual job demand by volume, mainly due to retirements and job changes. The number of business programs in the consortium and the number of students enrolled in these programs are strong, with 1,544 Participants and 868 Concentrators within secondary and 65 Participants and 30 Concentrators. However, the scaffolding of courses is often weak or missing, and the gap in the number of students that go on to post-secondary education in these fields is large.

**NE MN OID Education Alignment sources: DEED Occupational Employment and Wages Statistics, DEED Occupations in Demand, DEED Graduate Employment Outcomes, DEED Employment Outlook, Minnesota State Longitudinal Education Data System, National Center for Education Statistics.*

*** Numbers in parentheses represent the median annual wage.*

E2-Need B Business and Industry Partnerships:

Industry boards ensure that educational standards remain relevant and effective. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry. Industry boards serve as bridges, connecting educators with valuable resources and expertise to enhance their teaching effectiveness and better prepare students for future careers.

All of our programs have some level of connection to business and industry, with some more than others. A common comment from business and industry is that they would like to see a stronger connection to CTE programs and a greater engagement of CTE students in the workforce. Teachers and administrators note the challenge of available time to build these connections and to guide existing and new relationships with community partners and volunteers to support specific career pathway work-based learning programs and services. 81% of the administrators reported they would like to increase partnerships with local industry. There is a need for coordination, leadership, and support for delivering of WBL services within school districts and the Consortium as a whole. This includes student job shadows, internships, worksite tours, interactive speakers, career fairs and events, and teacher professional development.

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

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

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

PRIORITIZED NEEDS

Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A: Equipment:

Integrating industry-standard equipment within secondary and postsecondary programs is essential for preparing students to meet the demands of the modern workforce. By utilizing equipment that mirrors what is used in real-world settings, students gain practical experience and develop relevant skills that directly translate to employment opportunities. Moreover, exposure to industry-standard equipment fosters a smoother transition from educational settings to professional environments, ensuring graduates are well-equipped to contribute effectively and innovate within their chosen fields.

According to our CLNA Secondary Student Survey, 34% report that classrooms, labs, and equipment are comparable to what they will find in college and/or the workplace, 41% provide technology that assists with learning simulations of work, and 54% report they are a pathway to work/college/ career after high school. 88% of CTE teachers reported that facilities, equipment, technology, and materials used in Career and Technical Education (CTE) programs reflect current workplace, industry, and/or occupational practices and requirements. This shows a gap in the perceived level of quality but also room for improvement in providing for the needs of our secondary programs that are comparable to post-secondary education and within the industry.

According to our CLNA Postsecondary Student Survey, 64% of students indicated their program had up-to-date industry equipment, and 43% stated that their program had enough equipment for all students within the program, whereas 67% of administrators, faculty, and staff believe that the college's facilities, equipment, technology and materials reflect current workplace, industry, and/or occupational practices and requirements. Our data also states that 75% of postsecondary administrators, staff, and faculty reported that the college offers opportunities, time, and funding for professional development for instructors to stay current within their field. The data above indicates the need to continue evaluating the facilities, equipment, technology, and materials used within our classrooms, along with recruiting additional business and industry representatives to be a part of our advisory boards. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry.

E3-Need B Dual Enrollment Opportunities:

The Consortium's surveys have consistently highlighted a need to increase our dual enrollment programs/courses within our schools. Only 19% of students who responded to the survey stated, "My Career and Technical Education classes have helped me to earn college credit." Dual enrollment programs are essential in our schools because they allow students to earn college credits while still in high school, reducing the time and cost required to obtain a degree. Students and parents have expressed a strong interest in accessing advanced coursework that bridges the gap between high school and college, offering students a smoother transition and a preview of the academic rigor they can expect in higher education. Additionally, dual enrollment enhances student motivation and engagement by offering them challenging coursework that aligns with their interests and career goals.

E3-Need C Marketing:

38% of high school administrators stated that awareness of CTE programs was a possible barrier to student participation in CTE courses in the district. 81% of the administrators stated that partnering with local industry is an improvement the district is considering. The consortium must collaborate with school districts and industry partners to market CTE programs to students, parents, teachers, guidance counselors, administrators, and the community by promoting CTE programs and articulating the career pathway.

Our surveys indicate that 52% of postsecondary administrators, faculty, and staff do not believe that marketing materials are adequate to support the needs of their programs, whereas 48% believe they do meet the needs of the college. This is a 1% difference from the prior CLNA. Advisory boards also indicated the need for more outreach and marketing within our POS.

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

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

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

PRIORITIZED NEEDS

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

E4-Need A: Professional Development:

Professional development is essential for teachers' ongoing growth and retention. These opportunities offer educators ways to refine their teaching skills and stay updated on their field's best practices. As teachers enhance their expertise through professional development, they become more effective in the classroom, improving student outcomes. Additionally, investing in teachers' professional growth demonstrates a commitment to their success, which fosters job satisfaction and ultimately enhances retention rates within the educational workforce.

56% of the CTE teacher survey responders stated that they have limited professional development opportunities. Types of professional development teachers want include PD specific to program content, hands-on training, time and funding for online classes, and to visit professionals in the community, WBL, and writing curriculum to meet CTE standards. Providing quality professional development is important in retaining, supporting, and training CTE professionals.

E4-Need B Licensure Information and Support:

There are currently 72 teachers holding a Career and Technical Education license in the Lake Superior Consortium. They come from a wide range of backgrounds and paths to teaching. Sixteen have an Out of Field Permission in one or more areas. Six instructors hold a Tier 1 license in their CTE area, and seven hold a Tier 2 License.

The first need is recruiting additional teachers into the profession. 50% of administrators surveyed said that “adequate staffing” is a barrier to student participation in CTE classes. The second need is supporting teachers to increase retention. This includes supporting them in becoming fully licensed and gaining knowledge and skill in teaching pedagogy along with skill-building in their licensure area. All early career teachers are encouraged to join the CTE TIP program and provided mentors to support their development as CTE educators.

E4-Need C Marketing: Build awareness of opportunities for entry into the teaching profession

Surveys indicated a need to build awareness of opportunities for entry into the teaching profession. 50% of administrators surveyed ranked teacher licensure and recruiting new/replacement CTE teachers as their district's number one challenge relating to Career and Technical Education. By strategically marketing to industry professionals, we can address this demand and enhance the quality and relevance of our educational offerings. Many individuals with expertise in CTE fields often opt for higher-paying jobs in their respective industries rather than pursuing teaching careers. Additionally, the requirements for becoming a career and technical teacher can be daunting and dissuasive for potential candidates. With Tier 1 opportunities available in Minnesota for entry into the teaching profession, advisory boards must be used to build awareness of the pathway to licensure. Other places to market these opportunities should be explored, such as Workforce Development organizations, AMFA, APEX, etc.

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

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

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

PRIORITIZED NEEDS

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

E5-Need A: Special Populations:

75% of secondary administrators stated that class schedule constraints were a barrier to student participation in CTE courses. Other challenges related to CTE enrollment that were identified in the survey included a lack of district funding and resources (38% of respondents), awareness of CTE programs (38%), not enough students signing up for CTE classes (56%), lack of CTE staffing (50%), and at-home factors (25%). CTE instructors reported the following barriers: 90% class schedule constraints, 36% graduation requirements, and 45% lack of CTE Offerings. 37% of current CTE students report that other classes they want/need conflict with CTE classes, and 31% reported that some CTE programs are unavailable at the school.

Duluth Public School and the work of the Emerging Workforce Committee of the Duluth Workforce Board have found a major challenge: the number of required classes students need to take and the number of students needing to retake failed classes. Both situations limit the number of CTE courses students can fit into their schedule. Previously, students could take numerous CTE classes that would meet the state's graduation requirements. Due to changes in requirements at the state level, this number has dropped significantly, with only a few CTE courses remaining where this is possible. Duluth is also on a six-period school day, which further limits opportunities for enrollment in CTE classes.

The need to expand outreach activities was evident through our surveys, industry boards, and local workforce boards. We will continue collaborating with local after-school clubs such as - Boys and Girls Clubs, Valley Youth Centers, Neighborhood Youth, and the Family Freedom Center to offer hands-on career exploration events for students from underrepresented groups. There is a large need to expand these throughout the consortium.

The data from LSC's Fostering a Community of Inclusion Event provided data on the need to develop a program for those with intellectual disabilities (ID). Fewer than 3% of students with ID in the State of Minnesota have access to higher education opportunities. Approximately 1000 MN students with intellectual disabilities (ID) complete 12th grade each year. As such, about 5000 individuals with ID are typically college age (18-22 years old).

While many individuals with ID desire to continue their education in an inclusive postsecondary setting, only 90 spaces in a postsecondary setting are available for students with ID in Minnesota - none of which are classified as fully inclusive opportunities. Currently, three Minnesota colleges and universities are designated Comprehensive Transition and Postsecondary (CTP) Programs. Further, in Minnesota, 11% of people with intellectual and developmental disabilities (I/DD) served by the state human services agency were in competitive integrated employment.

E5-Need B Collaboration between districts and postsecondary to increase opportunities to access CTE

Only 25% of CTE teachers and 36% of the administrators in the Consortium reported collaboration with other local school districts as a strength. Collaboration between secondary districts is needed to enhance access to CTE opportunities for all students. By pooling resources and expertise by secondary and postsecondary, we can offer a wider range of specialized CTE programs catering to diverse student interests and career paths. Collaboration enables districts to share best practices, curriculum resources, and industry connections, ensuring that CTE offerings align with current workforce demands and industry standards. Additionally, joint efforts facilitate the development of seamless pathways for students, specifically those from special populations, to transition from secondary to postsecondary programs or directly into the workforce.

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:	\$ 205,227.69	\$ 71,610.93	\$276,838.62
Postsecondary Allocation:	\$ 223,870.69	\$ 71,610.93	\$295,481.62
Total Consortium Allocation:	\$429,098.38	\$143,221.86	\$572,320.24

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>

(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.

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]

Lake Superior

Reserve Funding--Secondary

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Engineering, Manufacturing, & Technology	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
803 Federal Subawards and Subcontracts - Amount up to \$25,000	Career Connection/Partnerships	\$25,000.00		\$25,000.00
				\$0.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$25,000.00	\$0.00	\$25,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
530 Other Equipment Purchased	POS Equipment		\$43,410.93	\$43,410.93
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$43,410.93	\$43,410.93
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,200.00
2024-2025 Proposed Budget		\$25,000.00	\$43,410.93	\$71,610.93

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.	Z	
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.		Z
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.	Z	
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

SECONDARY Narrative for Perkins V Application

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

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.

1. Career Technical Student Organizations

2. \$18,000.00 (428-303) and (428-366)

3. Narrative 2

4. CLNA Element 2 and 3

*CTSOs include BPA, DECA, FFA, HOSA, ProStart, Robotics, and Supermileage - Supporting Priority 1-3 POS

1. Field Trips

2. \$33,873.30 (428-303)

3. Narrative 2

4. CLNA Element 2

*Proposed programs for FY25: Industry and Career Exploration field trips supporting Priority 1 - 3 POS

1. Business and Industry/WIOA

2. \$16,000 (428-303)

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.

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.

We are proposing to spend:

1. Industry-Aligned Equipment
2. \$42,488.71 (428-530)
3. Narrative 2
4. CLNA Element 2 and 3

*Proposed equipment list for FY25: Supporting Priority 1 & 2 POS - Barnum - 10 DSLR Cameras (Communications), Cloquet - Planer, Router, Sander (Construction) , Duluth - Jobsite Saw Pro w/cart and dust guard, Plunge Cut Scoring Tracking Saw Set (Construction)

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 are proposing to spend:

1. Administrative/Indirect Cost
2. \$8,800 (428 - 895)
3. Narrative 10
4. CLNA Elements 1-5 Consortium Operations

*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.*

We are proposing to spend:

1. Career Connections/Partnerships
2. \$25,000.00 (475 - 303)
3. Narrative 11
4. CLNA Elements 1

1. Equipment - Priority 1 & 2
2. \$43,410.93 (475 - 530)
3. Narrative 11
4. CLNA Element 3

Narrative Funding--Postsecondary

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Coordinator - Postsecondary	Coordinates Postsecondary Perkins Grant										\$110,000.00	\$110,000.00
CLA - 1	Integrated Manufacturing					\$3,000.00						\$3,000.00
CLA -2	PTA Military Bridge Program					\$13,000.00						\$13,000.00
Instructor Salary	Summer Camps/CTE Competitions/Secondary Teacher Training		\$28,000.00			\$5,000.00			\$2,000.00			\$35,000.00
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$28,000.00	\$0.00	\$0.00	\$21,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$110,000.00	\$161,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CTSO	LSC CTSO		\$15,000.00									\$15,000.00
Early College	HS Visits/Career Nights/Competitions/Transportation/Sub Costs		\$5,588.87									\$5,588.87
Professional Development	Conferences/Consortium Expenses								\$16,000.00		\$11,788.29	\$27,788.29
Early College	CTECreditMN.com							\$2,000.00				\$2,000.00
												\$0.00
MACTA	Consortium membership								\$1,300.00			\$1,300.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$20,588.87	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$17,300.00	\$0.00	\$11,788.29	\$51,677.16
Administration—Federal and Nonpublic Indirect Cost [Chargeback]—No more than 5% of Total (Enter amount in YELLOW cell at right)											\$11,193.53	\$11,193.53
2024-2025 Proposed Budget		\$0.00	\$48,588.87	\$0.00	\$0.00	\$21,000.00	\$0.00	\$2,000.00	\$19,300.00	\$0.00	\$132,981.82	\$223,870.69

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.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Engineering, Manufacturing, & Technology	
				\$0.00
Program Development	Intellectual Disabilities Program Development		\$20,000.00	\$20,000.00
Special Populations	Career Exploration Events		\$9,000.00	\$9,000.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$29,000.00	\$29,000.00
Equipment	POS Equipment/Software - Industry Standard		\$39,030.38	\$39,030.38
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$39,030.38	\$39,030.38
				\$0.00
				\$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)				\$3,580.55
2024-2025 Proposed Budget		\$0.00	\$68,030.38	\$71,610.93

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.	Z	Z
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.		Z
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.	Z	Z
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. Summer Camps, CTE Competitions, Secondary Teacher Training - Summer Camps include but are not limited to: Scrubs, Welding, Firefighting, Aviation, Robotics, CAD/SolidWorks; CTE Competitions include but are not limited to: Welding, CAD/SolidWorks; Secondary Teacher training within CTE

2. \$35,000

3. Narrative 2, 5, 8

4. CLNA Element 1, 2, 4

1. LA-1, Integrated Manufacturing position to support students within special populations.

2. \$3,000

3. Narrative 5

4. CLNA Element 1 and 5

1. LA-2, PTA Military Bridge Program position to support students within special populations.

2. \$13,000

3. Narrative 5

4. CLNA Element 1 and 5

*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.*

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. ☐ TSO Support
2. ☐ \$15,000
3. ☐ Narrative 2
4. ☐ CLNA Element 2

1. ☐ HS Visits, Career Nights, Competitions, (Transportation/Sub Costs)
2. ☐ \$5,448.96
3. ☐ Narrative 2
4. ☐ CLNA Element 2

4. ☐ Professional Development - State and National Conferences and Training opportunities

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.

1. Administrative/Indirect Cost
2. \$11,193.53
3. Narrative 10
4. CLNA Elements 1-5 Consortium Operations

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. ☐ Intellectual Disabilities Program Development
2. ☐ \$20,000
3. ☐ Narrative 11
4. ☐ CLNA Element 5

1. ☐ Career Exploration Events

Consortium Plan: Budget Summary 2022-2023

<div>Lake Superior</div> <div>July 1, 2024 - June 30, 2025 (FY25)</div> <div>Budget by Application Narratives</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	\$94,362.01		\$94,362.01
	Postsecondary		\$48,588.87	\$48,588.87
	Total	\$94,362.01	\$48,588.87	\$142,950.88
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$16,000.00		\$16,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$16,000.00	\$0.00	\$16,000.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 5: Special Populations	Secondary	\$3,000.00		\$3,000.00
	Postsecondary		\$21,000.00	\$21,000.00
	Total	\$3,000.00	\$21,000.00	\$24,000.00
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	\$34,865.68		\$34,865.68
	Postsecondary		\$19,300.00	\$19,300.00
	Total	\$34,865.68	\$19,300.00	\$54,165.68
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 10: Governance	Secondary	\$57,000.00		\$57,000.00
	Postsecondary		\$132,981.82	\$132,981.82
	Total	\$57,000.00	\$132,981.82	\$189,981.82
Narrative 11: Reserve Funds	Secondary	\$71,610.93		\$71,610.93
	Postsecondary		\$71,610.93	\$71,610.93
	Total	\$71,610.93	\$71,610.93	\$143,221.86
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$12,000.00		\$12,000.00
	Postsecondary		\$14,774.08	\$14,774.08
	Total	\$12,000.00	\$14,774.08	\$26,774.08
PLAN TOTALS	Secondary	\$276,838.62		\$276,838.62
	Postsecondary		\$295,481.62	\$295,481.62
	Total	\$276,838.62	\$295,481.62	\$572,320.24

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$205,227.69	\$71,610.93	\$276,838.62
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$223,870.69	\$71,610.93	\$295,481.62
Budget Over /Short	\$0.00	\$0.00	\$0.00

Completing the Program of Study Spreadsheet

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

Lake Superior

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

RESOURCE LINKS

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

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

[Maps of Approved Secondary Programs](#)

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

[Minnesota State—Consortia Resources](#)

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

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

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

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

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

☐

[Insert "X" in the box to confirm]

[Secondary Consortium Leader]

[Postsecondary Consortium Leader]

Lake Superior	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

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

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

Lake Superior	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)		

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

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

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

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

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

Lake Superior	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Health_Science	Health_Science	Manufacturing	Manufacturing	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Therapeutic_Services	Therapeutic_Services	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	070300 (Duluth, Moose Lake)		(171710) Cloquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, Moose Lake, Proctor (171000) Barnum, Esko, Hermantown, Lake Superior, McGregor		(170302) Cloquet, Duluth, McGregor (171710) Cromwell-Wright, Hermantown, Moose Lake, Proctor	
Postsecondary Partner Institutions	Lake_Superior_College_073	Lake_Superior_College_073	Lake_Superior_College_041	Please Select...	Lake_Superior_College_021	Please Select...
Postsecondary CTE Program #1	Nursing	Respiratory Therapy	Engineering CAD Technician	Please Select...	Auto Service Technology	Please Select...
Postsecondary CTE Program #2	Surgical Technology	Practical Nursing	Solidworks (CAD)	Please Select...	Aviation Maintenance Technology	Please Select...
Postsecondary CTE Program #3	Physical Therapist Assistant	Dental Hygiene	Integrated Manufacturing Technology - CNC Machine	Please Select...	Auto Body Technology	Please Select...
Dual Enrollment Opportunities	Yes	Yes	Yes		Yes	
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall		(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall		(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall	
Certification and Industry Recognized Credential	CAN		CSWA, CSWP, CSWA-SC, SCWPA-WD, CSWA-FEA, CSWA-AM, SolidWorks		ASE, S/P2	
Recognized Postsecondary Credentials:						
Academic Award	Degree	Diploma, Degree	Certificate, Diploma, Degree		Diploma, Degree	
Work-based Learning	Yes	Yes				
Licensure, Certifications, and/or Industry Recognized Credentials					ASE	

Lake Superior	State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6	
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	Finance	Finance	Hospitality_and_Tourism	Hospitality_and_Tourism
Career Pathway	Construction	Construction	Accounting	Accounting	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services
High Schools & Approved CTE Programs (Table C)	(171000) Barnum, Cloquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall		(140710) Barnum, Carlton, Cloquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall		(090101) Cloquet, Esko, Lake Superior (090301) Cook County, Duluth, Proctor	
Postsecondary Partner Institutions	Lake_Superior_College_011	Please Select...	Lake_Superior_College_001	Please Select...	MinnesotaNorthCollege_064	Please Select...
Postsecondary CTE Program #1	Carpentry	Please Select...	Accountant	Please Select...	Culinary Arts	Please Select...
Postsecondary CTE Program #2	Commercial and Residential Wiring	Please Select...	Bookkeeper	Please Select...	Culinary Arts/Food Service Management	Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...	Pastry Artist	Please Select...
Dual Enrollment Opportunities	Yes		Yes		Yes	
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall		(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall		(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall	
Certification and Industry Recognized Credential	OSHA 10				ServSafe Food Handler, ServSafe Food Manager, Prostart 1 and Prostart II	
Recognized Postsecondary Credentials:						
Academic Award	Certificate, Diploma, Degree		Diploma, Degree		Certificate, Diploma, Degree	
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

Lake Superior	State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Health_Science_Technology	Health_Science_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Manufacturing	Manufacturing	Health_Science	Health_Science
Career Pathway	Natural_Resources_Systems	Natural_Resources_Systems	Production	Production	Diagnostic_Services	Diagnostic_Services
High Schools & Approved CTE Programs (Table C)	(019901) Lake Superior, Duluth		(171710) Cloquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, Moose Lake, Proctor (171000) Barnum, Esko, Hermantown, Lake Superior, McGregor		070300 (Duluth, Moose Lake)	
Postsecondary Partner Institutions	Central_Lakes_College_047	Please Select...	Lake_Superior_College_056	Please Select...	Lake_Superior_College_016	Lake_Superior_College_016
Postsecondary CTE Program #1	Environmental Studies	Please Select...	Welding	Please Select...	Radiologic Technology	Limited X-Ray Machine Operator (LXMO)
Postsecondary CTE Program #2	Natural Resources Technology	Please Select...	Welding Technologist	Please Select...	Medical Laboratory Technician	Please Select...
Postsecondary CTE Program #3		Please Select...	Gas Tungsten Arc Welding Production Welder	Please Select...	Phlebotomy	Please Select...
Dual Enrollment Opportunities	Yes		Yes		Yes	
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall		(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall		(000750) Barnum, Carlton, Cloquet, Cook County, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall (009090) Barnum, Carlton, Cloquet, Duluth, Hermantown, Lake Superior, Proctor, Wrenshall	
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award	Certificate, Diploma, Degree		Certificate, Diploma, Degree			
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

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

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

Lake Superior	POS 1		POS 2	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Health_Science	Health_Science	Manufacturing	Manufacturing
Career Pathway	Therapeutic_Services	Therapeutic_Services	Production	Production
High Schools & Approved CTE Programs (Table C)	070300 (Duluth, Moose Lake)		(171710) Cloquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, Moose Lake, Proctor (171000) Barnum, Esko, Hermantown, Lake Superior, McGregor	
Postsecondary Partner Institutions	Lake_Superior_College_073	Lake_Superior_College_073	Lake_Superior_College_056	Please Select...
Postsecondary CTE Program #1	Nursing	Surgical Technology	Welding	Please Select...
Postsecondary CTE Program #2	Dental Hygiene	Respiratory Therapy	Welding Technologist	Please Select...
Postsecondary CTE Program #3	Physical Therapist Assistant	Practical Nursing	Gas Tungsten Arc Welding Production Welder	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)				

Lake Superior	POS 3		POS 4	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Construction	Construction	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	(171000) Barnum, Cloquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, Moose Lake, Proctor, Wrenshall		(170302) Cloquet, Duluth, McGregor (171710) Cromwell-Wright, Hermantown, Moose Lake, Proctor	
Postsecondary Partner Institutions	Lake_Superior_College_011	Please Select...	Lake_Superior_College_021	Please Select...
Postsecondary CTE Program #1	Carpentry	Please Select...	Auto Service Technology	Please Select...
Postsecondary CTE Program #2	Commercial and Residential Wiring	Please Select...	Aviation Maintenance Technology	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

Lake Superior	POS 5		POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Career Cluster	Manufacturing	Manufacturing	Hospitality_and_Tourism	Hospitality_and_Tourism
Career Pathway	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services
High Schools & Approved CTE Programs (Table C)	(171710) Cloquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, Moose Lake, Proctor (171000) Barnum, Esko, Hermantown, Lake Superior, McGregor		(090101) Cloquet, Esko, Lake Superior (090301) Cook County, Duluth, Proctor	
Postsecondary Partner Institutions	Lake_Superior_College_041	Lake_Superior_College_041	MinnesotaNorthCollege_064	Please Select...
Postsecondary CTE Program #1	Engineering CAD Technician	Rapid Prototyping and Design	Culinary Arts	Please Select...
Postsecondary CTE Program #2	Engineering Technology	Integrated Manufacturing Technology - CNC Machine	Culinary Arts/Food Service Management	Please Select...
Postsecondary CTE Program #3	Solidworks (CAD)	Integrated Manufacturing - Engineering CAD Tech	Pastry Artist	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

Lake Superior	POS 7		POS 8	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Business_Management_Administration	Business_Management_Administration
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Finance	Finance
Career Pathway	Natural_Resources_Systems	Natural_Resources_Systems	Accounting	Accounting
High Schools & Approved CTE Programs (Table C)	(019901) Lake Superior, Duluth		Boquet, Cromwell-Wright, Duluth, Esko, Hermantown, Lake Superior, McGregor, M	
Postsecondary Partner Institutions	Central_Lakes_College_047	Please Select...	Lake_Superior_College_001	Please Select...
Postsecondary CTE Program #1	Environmental Studies	Please Select...	Accountant	Please Select...
Postsecondary CTE Program #2	Natural Resources Technology	Please Select...	Bookkeeper	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

Lake Superior	POS 9		POS 10	
Career Field	Health_Science_Technology	Health_Science_Technology		
Career Cluster	Health_Science	Health_Science		
Career Pathway	Diagnostic_Services	Diagnostic_Services		
High Schools & Approved CTE Programs (Table C)	070300 (Duluth, Moose Lake)			
Postsecondary Partner Institutions	Lake_Superior_College_016	Lake_Superior_College_016		Please Select...
Postsecondary CTE Program #1	Radiologic Technology	Medical Laboratory Technician		Please Select...
Postsecondary CTE Program #2	Phlebotomy	Please Select...		Please Select...
Postsecondary CTE Program #3	Limited X-Ray Machine Operator (LXMO)	Please Select...		Please Select...
State-Recognized	Yes			
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Form	Pictures	Comments	Barcode	Post Date/Purchase Date	Items	Item Description	Dollar amount	School Building	Room Location	Teacher of Record	PO	Vendor	More Details	Serial Number	Model Number	Physical Description	Condition of Equipment	Inventory Check W (Note should be updated every 2 years)	Physical Tag Documentation	Anticipated life of equipment	Date of equipment disposed and where
no		no		1	November 2016	Jet Veldrive Bench Lathe		Lake Superior													
						Item number 84478353, Jet Beltdrive Bench Lathe	\$4,663.12	School													
Yes		no		2	March 2012	Lathe and Mill Package with G120	\$3,159.17	Grand Marais	205	Hanson	Direct Pay	Sherline		SP79802 SP79822							
yes		no		3	06/15/12	Wire Feed Welder with gun, ground	\$1,965.00	Grand Marais	205	Hanson	Direct Pay	Praxair		MC161187N		6000 255 n/a	n/a listed New				
yes		no		4	06/15/12	Wire Feed Welder with gun and ground (one of two)	\$1,965.00	Grand Marais	205	Hanson	Direct pay	Praxair		MC161188N		252 n/a	New				
yes		No		5	06/15/12	Tig Welder 180 Package	\$1,660.00	Grand Marais	205	Hanson	Direct Pay	Praxair		MC1000024J		180 Pro					
yes		no		6	06/25/2014	3D Printer - MakerBot	\$3,182.00	Grand Marais	205	Hanson	Direct Pay	First Technologies		R10111234			New				
yes		no		7	04/20/16	36" range stove, 6 burners, oven	\$2,425.00	Grand Marais	101	Gesh	Direct Pay	Central Restaurant Products				48106020	M-365-Y2A				
						36" range stove, 6 burners, oven	\$2,425.00	Grand Marais	101	Gesh	Direct Pay	Central Restaurant Products				48106474	M-365-Y2A				
yes		no		8	05/12/16	36" range stove, 6 burners, oven	\$2,425.00	Grand Marais	101	Gesh	Direct Pay	Central Restaurant Products									
yes		yes		9	01/16/14	Maker bot Replicator 2 X	\$2,995.00	Esko	S104	Scheider	Direct Pay	First Technologies									
yes		yes		10	03/07/14	Dell Computer	\$1,115.49	Esko	S104	Scheider	Direct Pay	Dell									
yes		yes		11	06/28/16	CNC Equipment	\$6,300.00	Esko	S104	Scheider	Direct Pay	Midwest Technology									
yes		yes		12	02/05/16	Wood Lathe	\$1,230.00	Esko	S105	Scheider	Direct Pav	Acme									
na		na	\$1000	14		Canvasboard															
no				14		Smart board 680	\$1,189.00	Esko	Instructor	Instructor	District Pay	Tierney Brothers									
yes		yes		15	2/12/13	Sharper #1	\$1,100.00	Hermantown	Instructor	Homstad	Direct Pay					12041245	Jet JSW 22CS				
void				16	Void	void															
yes		yes		17	02/15/13	6 x 12 Tech Trailer	\$3,500.00	Hermantown	Outside	Homstad	Direct Pay					VIN 1W4200E1181126724	Rf6-121 Road Force 6 x 1				
yes		yes		18	05/05/14	Universal Blender	\$1,498.00	Hermantown	Classroom	Homstad	Direct Pay					N/A	UB-5	used			
no		yes		19	02/22/16	Powermatic model 31 A	\$1,491.00	Hermantown	Classroom	Homstad	Direct Pay										
yes		yes		20	02/22/16	Powermatic model 31 A	\$1,491.00	Hermantown	Classroom	Homstad	Direct Pay						1560614857	B031A			
yes		yes		21	05/23/17	Steel Frame Bandsaw	\$1,600.00	Hermantown	Classroom	Homstad	Direct Pay	Acme Tool									
no		no		22	02/22/13	MBP Flash	\$1,500.00	Proctor		O'Reilly	Direct Pay	Apple Inc				17020022	JWB5-15				
no		no		23	02/22/13	MBP Flash	\$1,500.00	Proctor		O'Reilly	Direct Pay	Apple Inc									
no		no		24		Smartboard and projector	\$2,799.00	Proctor	Culinary	Vieths	Direct Pay										
no		no		25		Mac Book	\$1,500.00	Proctor	Culinary	Vieths	Direct Pay										
no		no		26	05/29/14	Range 6 burner	\$2,565.00	Proctor	Culinary	Vieths	Direct Pay	MN Food Service									
no		no		27	06/02/12	Welder #1	\$2,009.00	Lake Superior													
no		no		28	06/02/12	Welder #2	\$2,009.00	Lake Superior													
no		no		29	06/25/12	IMAC	\$1,518.00	William Kelley			Direct Pay	Apple Store									
no		no		30		Saw Mill															
no		no	no item over \$1000	31		Power Tools	\$2,099.00	Lake Superior		Chalupsky	Direct Pay	Acme									
no		no		32	11/11/16	Jet Beltdrive Bench Lathe	\$4,663.12	William Kelley	Shop		Direct Pay	Wood-Mixer									
yes		no		33		Vollrath #4057 Planetary Mixer 20 Quart	\$2,128.00	Duluth	Culinary	DAmour	Direct Pay	MN Foodservice									
yes		yes		34	06/13/14	Image Prograf pro 400s 44 inch COLOR UNIT - DEMO	\$4,995.00	Duluth	Graphic Arts	Miller	Direct Pay	Sheldon									
yes		yes		35	04/01/16	G524 Roland GS - 24 Camm - 1 SERVO 24 in Vinyl Cutter	\$2,140.00	Duluth		Chederquist	Direct Pay	First Technologies									
yes		yes		36	05/12/16	125 VOLT BOTH DOORS HEATED	\$1,678.00	Duluth	Culinary	DAmour	Direct Pay	MN Foodservice									
yes		yes		37	06/14	VaSTER E-200 Exposure Uni	\$1,875.00	Duluth	Graphic Arts	Miller	Direct Pay	Valley Litho									
yes		yes		38	06/10/2014	H480 2 AFINA 3D PRINTER PACKAG	\$2,275.00	Duluth	Engineering	Chederquist	Direct pay	First Technologies									
yes		yes		39	05/20/16	Vollrath Planetary Mixer	\$2,128.00	Duluth	Culinary	Rango	Direct Pay	MN Foodservice									
yes		no		40	06/12/2014	GX24 ROLAND CAMM -1 SERVO 24"	\$2,095.00	Duluth	Engineering	Chederquist	Direct pay	First Technologies									
yes		yes-Not Parked		41-42	08/20/22	image-Prograf-pro-400s-44-inch-COLOR-UNIT	\$4,995.00	Duluth	Graphic-Arts	Miller-	Direct-pay-	Sheldon									
yes		yes		42	01/02/16	Vollrath Planetary Mixer		Duluth	Culinary												
yes		yes		43	02/08/18	Masterforce 30 x 24 Gunmetal 10-Drawer Mobile Tool Chest and Cabinet Comb	\$795.00	Duluth	Aerospace	Smith	Direct Pay	Menards									
yes		yes		44	02/08/18	Masterforce 30 x 24 Gunmetal 10-Drawer Mobile Tool Chest and Cabinet Comb		Duluth	Aerospace	Smith	Direct Pay	Menards									
yes		yes		45	05/04/18	Welders		1245 Hermantown	Welding	Homstad	Direct Pay	Bemidji Welders									
yes		yes		46	05/14/18	Welders		1245 Hermantown	Welding	Homstad	Direct Pay	Bemidji Welders									
yes		yes		47	05/07/18	Welders	1545.23	Proctor	Welders	Blom	Direct Pay	Airgas									
yes		yes		48	05/07/18	Welders	1545.23	Proctor	Welders	Blom	Direct Pay	Airgas									
yes		yes		49	05/07/18	Welders	1545.23	Proctor	Welders	Blom	Direct Pay	Airgas									
no		no		50	error																
no		no		51	05/12/16	stove		2425 Cook Countrv	Stove		Direct Pay	Central Restaurant									
no		no		52	05/12/16	stove		2425 Cook Country	Stove		Direct Pay	Central Restaurant									
yes		yes		53	5-1-18	Cnc router		Proctor		Blom	Direct Pav	First Technologies									
				54	September 1, 2018	Somerset CDR- 500 M Dough Sheeter	\$3,306.00	Duluth	Dough Sheeter	DAmour	PO	Mn Foodservice									
				55	September 1, 2018	Bend Pak Hoist	7043	Duluth		Soland	PO										
				56	September 1, 2018	Bend Pak Hoist															
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Fiscal Year	Asset Tag #	MDE Control #	Order/Ship Date	Delivery Date	School Building	Dollar amount of	Items	Item Description on Invoice	Item Description in Business Plus	More Details
2011-201	2				COOK COUNTY	\$ 3,159.17	3/23/12 CNC EQUI	Sherline Products total cost \$3159.67	FED CONTRACTS UNDER \$25K	yes
					LAKE SUPERIOR SCHOOL DISTRICT	\$ 4,637.50	SPECIAL PROJECTS	NO INVOICE, MATERIALS, TEXTBOOK, SUPPLIES \$3490	FED CONTRACTS UNDER \$25K	yes, no invoice
					LAKE SUPERIOR SCHOOL DISTRICT	-	JE508776	\$1147.50	ADJ CONTR SVC TO FIN475	
					LAKE SUPERIOR SCHOOL DISTRICT	\$ 1,518.00	APP FOR IMAC	\$1,399	FED CONTRACTS UNDER \$25K	yes
					PROCTOR SCHOOL DISTRICT	\$ 1,000.00	MN FOODSERVICE	MN FOODSERVICE -	EQUIPMENT REIMBURSEMENT	yes
					ESKO SCHOOL DISTRICT	\$ 1,363.00	SMART BOARD	\$1189	INSTRUCTOR CORY GRAY	yes
					LAKE SUPERIOR SCHOOL DISTRICT	\$ 5,365.80	EQUIPWELDING	LISTED - COST \$4018.00	FED CONTRACTS UNDER \$25K	yes
	5				COOK COUNTY SCHOOL DISTRICT	\$ 7,068.57	6/12/12 REIMB	OF 2	TONER/TOOLS/WELDERS/PERKIN GRNT	yes
	3 and 4				COOK COUNTY SCHOOL DISTRICT			PRAXAIR DIST - T1B DIVERSION 180 PKB - \$1660		
2012-2013					HERMANTOWN	\$ 3,650.00	TECH TRAILOR	ACME - #RF6121 - P1/P2 ROAD FORCE 6 X 12 - \$3500	FED CONTRACTS UNDER \$25K	
					PROCTOR HIGH SCHOOL	\$ 1,564.68	MAC BOOK PRO	(C02K5CVTFFRP, OR C02K5CXTFFRP)- \$1500 EACH (ONE IN	FED CONTRACTS UNDER \$25K	
					HERMANTOWN	\$ 4,197.82	1742951/1775649	ACME - JET JWS -22CS, 1 - 1/12 SHAPER 1 PH/115/2 - \$1100	FED CONTRACTS UNDER \$25K	
					PROCTOR HIGH SCHOOL	\$ 1,500.00	5/27/13 COMPUTER	(C02K5CVTFFRP, OR C02K5CXTFFRP)- \$1500 EACH (ONE IN	KAITLYN O'REILLY	
					PROCTOR HIGH SCHOOL	\$ 3,799.00	SMART BOARD SYST	TIERNEY BROTHERS - SMART BOARD SYSTEM - 43799	TIERNEY INVOICE	
					ESKO PUBLIC SCHOOLS	\$ 4,115.60	CAMCORDER, LAPTOP	NO INVOICE - CAMCORDER, LAPTOP, CABLES AND WIRING - \$12	FED CONTRACTS UNDER \$25K	
2013-2014 ARNDT					ESKO PUBLIC SCHOOLS	\$ 1,290.88	IND ART EQUIP	DELL - DELL PRECISION T1700 SFF CTO - \$1150.49	FED CONTRACTS UNDER \$25K	
					HERMANTOWN	\$ 2,553.93	4/21/14 IND TECH	NO INVOICE FOR THESE ITEMS	FED CONTRACTS UNDER \$25K	
					HERMANTOWN		4/24/14 REIMB	NO INVOICE FOR ITEMS		
					Hermantown	\$ 1,835.80	5/5/14 REIMB	SHOP OUTFITTERS - UNIVERSAL BLENDER - \$1498	UNIV BENDER/TECH PARTS	
					ESKO	\$ 2,180.70	5/5/14 REIMB	NO INVOICE	FED CONTRACTS UNDER \$25K	
					HERMANTOWN	\$ 4,268.62	5/26/14 REIMB	NO INVOICE	FED CONTRACTS UNDER \$25K	
					PROCTOR	\$ 2,565.00		MN FOODSERVICE - 6 BURNER RANGW WITH CASTERS - \$2565.06	FED CONTRACTS UNDER \$25K	
	6				COOK COUNTY	\$ 2,995.00	5/26/14 REIMB	NO INVOICE - MAKERBOT REPLICATOR 5TH GENERATION - 4288	MAKER BOT/IND TECH PROGRAMS	
						\$ 3,108.85	6/4/14 IND TECH		FED CONTRACTS UNDER \$25K	
					DULUTH PUBLIC SCHOOLS - DENFELD	\$ 2,000.00		48825807 FIRST TECHNOLOGIES INC - AFINIA 3 D PRINTER - \$2000	H480-20PT AFINIA 3D PRINTER -	-
					DULUTH PUBLIC SCHOOLS	\$ 2,099.85	243618-00	VALLEY LITHO SUPPLY - E-200 EXPOSURE UNIT - \$1875	VASTEX E-200 EXPOSURE UNIT (RE	-
					DULUTH PUBLIC SCHOOLS	\$ 2,300.00		48825807 FIRST TECHNOLOGIES INC - H480 3D PRINTER - \$2275 PLUS SHIPPING	H480-2 AFINIA 3D PRINTER PACKAG	-
					COOK COUNTY	\$ 3,182.00	MAKER BOT	NO INVOICE - MAKERBOT REPLICATOR 5TH GENERATION - \$2754	FED CONTRACTS UNDER \$25K	
						\$ 4,995.00		7433 SHEL DON REPRODUCTION	IMAGE PROGRAF GRAPHIC ARTS PRI	
					DULUTH PUBLIC SCHOOLS - DENFELD	\$ 2,200.00		48895818 FIRST TECHNOLOGIES INC - ROLAND GX-24 CAMM - 1 SERVO - \$2095	GX24 ROLAND CAMM -1 SERVO 24"	-
2014-2015 - CARY/ARNDT					DULUTH PUBLIC SCHOOLS -			SHEL DON - IPF 8400 \$4495		
2014-2015 - CARY/ARNDT					ESKO	\$ 6,300.00		04/24/15	Fed Contracts	Carver total cost 8549
2014-2015 - CARY/ARNDT						\$ 3,044.17	04/24/15 REIMB		FED CONTRACTS UNDER \$25K	
2014-2015 - CARY/ARNDT								NO INVOICE - CHRIS BELANGER, INDUSTRIAL TECH MATERIALS TOOLS \$4632.4		Of this \$4632.4 was used to purchase Ind Tech Materials Tools
2014-2015 - CARY/ARNDT						\$ 6,922.57	8/12/15 REIMB		FITZPATRICK/BELLANGER/BOTT	
2016-2017					HERMANTOWN	\$ 4,492.81	3/24/16 REIMB	ACME - POWERMATIC MODEL 31 A - \$1491	IS D 700 HERMA FED CONTRACTS	Upgrades to machines (Acme Tools)
					HERMANTOWN			03/25/2016 ACME - POWERMATIC 6 INCH JOINTER WITH HELICAL CUTTER HEAD -	ACME - POWERMATIC MODEL 31 A - \$1491	4,492.81
					DULUTH - EAST	\$ 2,140.00		56166455 FIRST TECHNOLOGIES INC - ROLAND GS CAMM 1 SERVO 24 VINYL CUTTER - \$2140	FIRST TECHNOLOG GS24 ROLAND GS	Roland
					DULUTH -			ACME - FIND INVOICE IN EQUIPMENT FILE		
					LAKE SUPERIOR	\$ 4,863.12	12/7/15 REIMB	MSC - JET BELTDRIVE BENCH LATHE - \$4563.12	WILLIAM KELLEY FED CONTRACTS U	Jet Bletdrive Bench Lathe by Andy Mark
	7				COOK COUNTY	\$ 2,425.00	12/8/15 REIMB	CENTRAL RESTAURANT - RANGE36 INCH - \$2425	IS D #166 GRAN CENTRAL RESTAU	Range 36" burner
					DULUTH - EAST HIGH SCHOOL	\$ 1,678.00	126929	MN FOODSERVICE EQUIPMENT - CAMMO - \$1670	MN FOODSERVICE CAMBRO UPCH800-	Cambro UPCH1800 - 110 Black Ultra Cancart
						\$ 4,256.00	126929	MN FOODSERVICE EQUIPMENT - MIXER \$2128 (TWO ORDERED)	MN FOODSERVICE VOLRATH #40757	Volth #4057 Planetary Mixer 20 Quart
						\$ 2,128.00			Upper Lakes	Planetary Mixer - 20 Qt
	8				COOK COUNTY SCHOOLS	\$ 2,525.00	5/12/16 REIMB	CENTRAL RESTAURANT - RANGE 36 INCH - \$2425	IS D #166 GRAN FED CONTRACTS	Range 36" purchased for Cook County by Central Restaurant Products
					DULUTH PUBLIC SCHOOLS - DENFELD	\$ 1,420.00		UPPER LAKES - PLANETARY MIXER - \$2128.62	ACME Tools	TAPCO 10 FT 6 in PRO 19 Bend
2017					Lake Superior					
						\$ 870.00	Think Pad E470 Computer			ThinkPad E 470 Cornputer
					Hermantown	\$ 749.95				Andy Mark Materials
						\$ 531.95	Impact Drill			Various materials from Menards
2018										
FY19	0084, 0085, 0086				HERMANTOWN	\$ 4,407.00	Three Miller Welders	Three Miller Welders (One discarded in 2024)		
FY19	0087, 0088				PROCTOR	\$ 2,938.00	Two Miller Welders	Two Miller Welders		
FY19	0089, 0090				COOK COUNTY	\$ 4,850.00	Two Industry Stoves	Two Industry Stoves		
FY19	0091				PROCTOR	\$ 4,399.00	Baileigh Wood Router & Engraver	Baileigh Wood Router & Engraver		
FY19	?				ESKO	\$ 9,173.25	Robotics Curriculum	Robotics Curriculum		
FY19	?				PROCTOR	\$ 7,990.00	Chromebook Repair	Chromebook Repair		
FY19	0092				DULUTH	\$ 8,000.00	Automotive Lifts	Automotive Lifts		
FY19	0093				DULUTH	\$ 3,500.00	Dough Roller	Dough Roller		
FY19	0094				LAKE SUPERIOR	\$ 4,287.00	10 inch Helical Planer	10 inch Helical Planer		
FY19	0095				PROCTOR	\$ 8,737.00	Baileigh 2' x 2' CNC Plasma Table	Baileigh 2' x 2' CNC Plasma Table		
FY20	0097				Esko	\$ 3,423.00	Engraving Machine	CNC Desktop Engraving Machine		
FY20	0098				Esko	\$ 5,772.00	Circuits Trainer	Consulab Ohm's Law and DC Circuits Trainer		

FY20	0100				William Kelley - Silver Bay	\$	18,395.00	Plasma Table	Baileigh 4 x 4 CNC Plasma Table			
FY20	0101 and 0102				Two Harbors HS	\$	1,343.96	Camera and Easel	Sony Alpha Camera and Easel			
FY20	0117-0120				Duluth East	\$	9,638.94	Medical	DIAMEDICAL HILL-Room Advanta P1600 4 Hospital Beds			
FY20	0121-0123				Duluth Denfeld	\$	7,449.89	Medical	DIAMEDICAL HILL-Room Advanta P1600 3 Hospital Beds			
FY20	0124				Duluth Denfeld	\$	4,885.19	Copier	IR ADV DX C3725i Copier			
FY20	0125				Duluth Denfeld	\$	3,149.00	Printer	Epson SureColor T3270 Single Roll 24" Printer			
FY20	0126				Duluth East	\$	3,295.00	Printer	Epson T3270 Screen Print Edition 24" Printer			
FY20	0127-0129				Duluth East	\$	6,747.00	3DPrinter	3 Afinia H+1 3D Printers			
FY20	0130				Duluth Denfeld	\$	2,274.00	3D Printer	1 Afinia H+1 3D Printer			
FY20	0133				HERMANTOWN	\$	15,895.00	Ironworker	Balleigh 50 Ton Hydraulic 5 Station Ironworker with Brakeset			
FY20	0134				Two Harbors HS	\$	2,995.00	Poster Maker	Education Pro Single Roll Color Poster Maker with Printer Stand and Basket			
FY20	0135				ESKO	\$	3,380.00	Robot set	Dual Control Robot Set			
FY20	0136				ESKO	\$	1,116.00	Expansion Set	Expansion Set			
FY20	0138				ESKO	\$	1,119.60	Motor Controller	DC Motor Controller			
FY20	0139				ESKO	\$	1,240.00	Motor Pk	Torquenado Motor Pk			
FY21	0141	21-9-103			Duluth Denfeld	\$	4,002.26	Wheel Balancer	1185 Wheel Balancer with Stand and Wheel Weights			
FY21	0142	21-9-102			Duluth Denfeld	\$	3,516.99	Auto Scan	Auto Scan Tool			
FY21	0198,0199	21-9-106			PROCTOR	\$	8,083.00	Video Cameras	2 Compact Professional, UHD Camcoders			
FY21	0145	21-9-110			PROCTOR	\$	4,642.55	Scaffolding	Scaffolding			
FY21	0153	21-9-113			Duluth East	\$	10,085.00	Baileigh Metal Lathe	Baileigh Metal Lathe			
FY21	0154	21-9-116			Duluth Denfeld	\$	10,086.00	Baileigh Metal Lathe	Baileigh Metal Lathe			
FY21	0155	21-9-118			Duluth Denfeld	\$	1,789.89	Stratus 36" gas range with oven	Stratus 36" gas range with oven			
FY21	0156	21-9-119			Duluth Denfeld	\$	8,079.89	Double Stack Gas Convection Oven	Double Stack Gas Convection Oven			
FY21	0201	21-9-120			Proctor	\$	5,619.00	DUDE PC for AV Production class	DUDE PC for AV Production class			
FY21	0158	21-9-131			Silver Bay	\$	4,449.89	Castle Screw Pocket Machine	Castle Screw Pocket Machine			
FY21	0159	21-9-123			Silver Bay	\$	5,626.00	Baileigh Portable Fume Extractor	Baileigh Portable Fume Extractor			
FY21	0200	21-9-130			PROCTOR	\$	6,640.00	Wireless Deluxe Kit	Teradek Bolt 4K LT 3G-SD/HDMI Wireless TX/RX Deluxe Kit			
FY21	0162 and 0163	21-9-129			Esko	\$	2,198.00	Qidi Tech X-Max 3D Printer	Qidi Tech X-Max 3D Printer			
FY21	0164	21-9-132			Silver Bay	\$	2,799.00	24" Press Brake	24" Press Brake			
FY21	0176	21-9-126			Duluth East	\$	1,599.00	Drill Press	PowerMatic PM2800B 1HP 115/230 V 1PH Drill Press			
FY21	0166	21-9-124			PROCTOR	\$	9,925.50	Engine Lathe	Baleigh Metal Lathe 220V, single phase, 14" swing, 40" length, DRO			
FY21	N/A	21-9-104			Denfeld HS	\$	3,846.00	CDX Online	The CDX online training library will provide all Automotive students ASE Education Foundation course aligned content.			
FY21	N/A	21-9-105			Denfeld HS	\$	1,099.00	Mitchell 1 ProDemand	The Mitchell1 ProDemand online subscription will support program and ASE Education Foundation goals for stu			
FY21	N/A	21-9-107			William Kelley HS	\$	1,800.00	Solidworks Software	Solidworks Software			
FY21	N/A	21-9-111			William Kelley HS	\$	1,100.00	ICEV online	ICEVonline is an online curriculum platform that will allow me to implement a successful blended learning program that meets students' diversified needs. Easily c			
FY21	N/A	21-9-127			Two Harbors HS	\$	2,800.00	Knowledge Matters - Virtual Business	Knowledge Matters Virtual Business All-Access			
FY21	N/A	21-9-108			Proctor	\$	1,800.00	xDesign	xDesign is a web based CAD program that allows students to design and model blueprints which can be printed or modeled using a 3d printer. xDesign is Solidwo			
FY21	0175	21-9-115	3/15/21	4/26/21	Duluth	\$	\$3,422.40	Virtual Reality Headsets (10)	Oculus Quest VR with Carrying Case			
FY21	0180	21-9-114	3/10/21	3/22/21	Duluth	\$	3,313.56	Manikins	4-PackInfant Lungs, Family Pack CPR Manikins, Infant & Adult Lung Bags, Mouth Pieces, Face Shields			
FY21	0178	21-9-117	2/24/21	3/26/21	Duluth Denfeld	\$	2,699.01	Culinary Prep Tables (9)	9 NSF 30X60X35" stainless steel table with leg connection kit, no undershelf			
FY22	0167	22-8-102	12/21/21	12/21/21	Cloquet	\$	1,679.00	Commercial Refrigerator	Kelvinator Refrigerator - Commercial			
FY22	0168	22-8-102	12/21/21	12/21/21	Cloquet	\$	1,989.00	Commercial Freezer	Kelvinator Freezer - Commercial			
FY22	0169	22-8-100	4/13/22	4/13/22	Duluth Denfeld	\$	11,889.89	Deli Case	Turbor Air 96" Deli Case			
FY22	0177	22-8-101	12/09/21	12/14/21	Duluth East	\$	30,221.00	Laser Engraver	Epilog Fusion Edge 36 50W Laser Engraver			
FY22	0171	22-8-108	6/1/22	6/17/22	Duluth Denfeld	\$	5,999.99	Dual Drum Sander	Powermatic DDS225 25" Dual Drum Sander			
FY22	0172	22-8-109	4/28/22	5/02/22	HERMANTOWN	\$	2,935.00	3-D Printer	Afinia H+1 3-D Printer Package			
FY22	0173	22-8-106	6/1/22	6/13/22	PROCTOR	\$	25,580.00	Laser Engraver	Epilog Fusion Edge 24 50W Laser Engraver			
FY22	N/A	22-8-111	6/30/22	6/30/22	Two Harbors HS	\$	2,800.00	Knowledge Matters - Virtual Business	Knowledge Matters Virtual Business All-Access			
FY23	0179	23-5-100	10/10/22	10/12/22	Duluth Denfeld	\$	28,920.00	Laser Engraver	Epilog Fusion Edge 36 50W Laser Engraver			
FY23	0182	23-5-102	10/31/22	11/1/22	Duluth East	\$	\$8,599.99	Dual Drum Sander	Powermatic 37" Dual Drum Sander			
FY23	0183	23-5-101	10/28/22	11/1/22	Duluth East	\$	3,799.99	Bandsaw	Powermatic PM1500 3HP 1PH 230V			
FY23	0184	23-5-104	5/2/23	5/10/23	Hermantown	\$	\$26,370.00	Laser Engraver	Epilog Fusion Edge 36 50W Laser Engraver with 36" x 24" Engraving Area			
FY23	0185	23-5-109	4/18/23	4/27/23	Proctor	\$	\$3,388.59	Fabrication Table	48" X 96" FABRICATION TABLE			
FY23	0186	23-5-106	4/23/23	5/15/23	Cloquet	\$	1,529.99	Transmission Jack	Sunex 1/2 Ton Air and Hydraulic Telescopic			
FY23	0187	23-5-111	4/20/23	5/30/23	Moose Lake	\$	2,795.00	Plotter Printer	HP DesignJet T830 24" Large-Format Multifunction Wireless Plotter Printer with Mobile Printing			
FY23	0188	23-5-107	4/28/23	5/11/23	Duluth East	\$	2,400.00	Anatomical Skeleton	Rudiger Premium Deluxe Skeleton with Musculature and Ligaments			
FY23	0189	23-5-110	4/20/23	5/3/23	Lake Superior - Two Habors	\$	3,732.53	Real-Care Babies	RealCare Baby with Accessories			
FY23	0190	23-5-108	4/28/23	5/11/23	Duluth Denfeld	\$	2,400.00	Anatomical Skeleton	Rudiger Premium Deluxe Skeleton with Musculature and Ligaments			
FY23	0191	23-5-112	6/12/23	6/13/23	Barnum			Jointer	Powermatic 16in Jointer with Quickset Knives			
FY23	0192	23-5-113	6/12/23	6/13/23	Barnum	\$	4,299.99	Planer	Powermatic 15HH Planer Helical Cutter Head			
FY23	0193	23-5-114	6/28/23	6/29/23	Duluth East	\$	10,775.00	Virtual Business	Knowledge Matters Virtual Business			
FY23	0194	23-5-115	6/27/23	6/28/23	Lake Superior - Silver Bay	\$	1,950.00	Sheetcam Software	Sheetcam Software			
FY24	0196	24-5-100	8/25/23	8/29/23	Esko	\$	30,500.00	Laser Engraver	Epilog Fusion Edge 36 60W Laser Engraver			
FY24		24-5-101	9/5/23	9/14/23	Duluth East	\$	1,395.85	Greenhouse Water Filter	BIG BOY DE-CHLORINATOR & SED FILTER with Float Valve			
FY24		24-5-103	10/5/23	10/18/23	Lake Superior - Two Harbors	\$	32,177.73	Plasma Table	2023 Torchmate 4000 Series Plasma Table			
FY24		24-5-104	11/1/23	11/13/23	Lake Superior - Silver Bay	\$	10,068.00	Vertical Bandsaw	Baileigh 20" Variable Speed Vertical Bandsaw 2HP 220V			
FY24		24-5-102	10/5/23	10/11/23	Duluth Denfeld	\$	3,590.00	Virtual Business	KM- Retailing and Personal Finance 3 year license - unlimited users			
FY24		0202	24-5-105	12/15/24	1/4/24	Duluth Denfeld	\$	6,970.00	Automotive Brake Lathe	Standard Tooling Serial #: 2617-001-005		
FY24	0203	24-5-106	2/27/224	5/7/24	Lake Superior - Silver Bay	\$	2,894.00	Commercial Freezer	Beverage Air Model No. HBF35HC-1 Horizon Series Freezer			
FY24	0204	24-5-107	2/27/24	5/7/24	Lake Superior - Silver Bay	\$	2,824.00	Commercial Refrigerator	Beverage Air Model No. HBR44HC-1 Horizon Series Refrigerator			
FY24	0205	24-5-108	3/22/24	4/21/24	Duluth East	\$	13,918.35	Engraving Machine	53101 M40DV, 31370 HP CHIP COLLECTOR, 85687 GS9 UPGRADE			
FY24	0206	24-5-109	3/12/24	3/15/24	Barnum	\$	3,995.00	Wide-Format Printer	CANON IPF4000 44 WIDE, FORMFANE TAR T PRINTER			
FY24	0207	24-5-110	5/8/24	5/13/24	Proctor	\$	2,999.25	Teleprompter Bundle	PROMPTER Q-GR QPRO 32" REG MON/24" REG TLNT			
FY24	0208, 0209	24-5-111	5/03/24	5/13/24	Hermantown	\$	9,931.10	Two Precision Tig Welders	*PRECISION TIG 225 (READY-PAK W/EACH)			
FY24	0210	24-5-112	5/6/24	5/13/24	Proctor	\$	4,165.37	Miller 255 pulsed mig welder	WLDR MIG MLLRMT C 255 RUNNING GR PKG			
FY24	0211, 0212	24-5-113	5/1/24	5/6/24	Cloquet	\$	2,075.00	Joiner Set and Tennon	Assorted Domino Beech Tenons and Cutters in T-Loc Systainer and Joiner Set			
FY24	0213-0218	24-5-114	5/28/24	5/31/24	Duluth Denfeld	\$	10,297.80	Six 3D Printers	Bambu Lab X1-Carbon Combo EDU Bundle			
FY24	0219-0238	24-5-115	6/19/24	6/24/24	Proctor	\$	24,654.97	20 ASUS TUF Gaming Laptops	Twenty (20) ASUS TUF Gaming A17 (2023) Gaming Laptops			
FY24	0240	24-5-116	6/4/24	6/4/24	Duluth East	\$	1,599.00	Jobsite Saw	Jobsite Saw Pro 1.5 HP 120V			
FY24	0239	24-5-117	6/4/24	6/4/24	Duluth East	\$	1,175.00	Plunge Cut Saw Set	TSV 60 Festool Plunge Cut Scoring Tracking Saw Set			
FY24	0241	24-5-118	6/6/24	6/11/24	Proctor	\$	2,765.00	Plasma Cutter	Hypertherm 45 xp handheld plasma cutter			

Still in Building?	Barcode	School Building	Item Description on Invoice	Item Description in Business Plus	Dollar amount of total invoice	More Details	have invoice	Serial Number	Model Number	Physical Description	Condition of Equipment	Physical Tag Number	Anticipated life of equipment	Date of equipment disposed and where
		6 COOK COUNTY	NO INVOICE - WAREHOUSE REPLICATOR 5TH GENERATION - \$2754	FED CONTRACTS UNDER \$25K	3,192.00									
		7 COOK COUNTY	CENTRAL RESTAURANT - RANGE 36 INCH - \$1650	S D #166 GRAN CENTRAL RESTAU	2,425.00	Range 36" burner	yes							
		3, 4 COOK COUNTY SCHOOL DISTRICT	PRAKAR DIST - WELDER MILEMATIC 232 - \$1965 EACH, TOTAL OF 2	TONERTOOLSWELDERSPERSON GRNT	7,068.07	yes								
		5 COOK COUNTY SCHOOL DISTRICT	PRAKAR DIST - TIG WELDER 180 PWB - \$1660											
		COOK COUNTY SCHOOLS	CENTRAL RESTAURANT - RANGE 36 INCH - \$2424 (YES ANOTHER ORDER)	S D #166 GRAN FED CONTRACTS	3,201.62	Range 36" purchased for Cook County by Central Restaurant Products	yes							
		Duluth	MN FOODSERVICE EQUIPMENT - MIXER \$2128 (TWO ORDERS)	MN FOODSERVICE VOLUNTH 840757	4,256.00	Volth #4037 Planetary Mixer 20 Quarl	yes							
		Duluth	WHEL DON - #P# 8400 \$4495	MAGE PROGRAM GRAPHIC ARTS PRS	4,995.00		yes							
		DULUTH -	ACME - FING NODS IN EQUIPMENT FILE											
		DULUTH - EAST	FIRST TECHNOLOGIES INC - ROLAND G3 CAMM 1 SERVO 24 VINYL CUTTER - \$2140	FIRST TECHNOLOG G324 ROLAND G3	2,140.00	Roland	yes							
		DULUTH - EAST HIGH SCHOOL	MN FOODSERVICE EQUIPMENT - CAMMO - \$1670	MN FOODSERVICE CAMBRO UPOH805	1,678.00	Cambro UPOH1800 - 110 Black Ultra	yes							
		DULUTH PUBLIC SCHOOLS	VALLEY LITHO SUPPLY - E-300 EXPOSURE UNIT - \$1675	VARTEX E-200 EXPOSURE UNIT (RE	2,099.85		yes							
		DULUTH PUBLIC SCHOOLS	FIRST TECHNOLOGIES INC - H480 3D PRINTER - \$2270 PLUS SHIPPING	H480 3 AFNIA 3D PRINTER PACKAG	2,300.00		yes							
		DULUTH PUBLIC SCHOOLS - DENFIELD	FIRST TECHNOLOGIES INC - AFNIA 3 D PRINTER - \$2000	H480 20PT AFNIA 3D PRINTER -	2,000.00		yes							
		DULUTH PUBLIC SCHOOLS - DENFIELD	FIRST TECHNOLOGIES INC - ROLAND G3-24 CAMM - 1 SERVO - \$2005	S204 ROLAND CAMM -1 SERVO 24"	2,200.00		yes							
		DULUTH PUBLIC SCHOOLS - DENFIELD	UPPER LAKES - PLANETARY MIXER - \$2128.62	UPPER LAKES	1,420.00	TAPCO 10 FT 6 in PRO 10 Band	yes							
		9 ESKO	No Invoice - Miller Pro-Cutter		2,995.00									
		11 ESKO	ENC Router	Fed Contracts	6,300.00	Carver total cost \$540	yes							
		10 ESKO PUBLIC SCHOOLS	NO INVOICE - CAMDCORDER, LAPPIN, CABLES AND WIRING - \$1275.97	FED CONTRACTS UNDER \$25K	4,115.60		yes							
		10 ESKO PUBLIC SCHOOLS	BELL, DELL, PRECISION TITUS-BFF CTO - \$1160.46	FED CONTRACTS UNDER \$25K	1,220.88									
		ESKO SCHOOL DISTRICT	TERNEY BROTHERS - SMART BOARD -	\$1160	INSTRUCTOR CORY GRAY	1,363.00	yes							
		12 ESKO SCHOOL DISTRICT	ACME TOOLS - JET 14 INCH X 40 INCH VARIABLE P. WOOD LATHE		1,230.00									
		HERMANTOWN	ACME - JET JWS 220S, 1 - 1/2 SNAPER 1 PH1150 - \$1100	FED CONTRACTS UNDER \$25K	4,197.82									
		HERMANTOWN	NO INVOICE FOR THESE ITEMS (M D# 2944 37)	FED CONTRACTS UNDER \$25K	2,553.93									
		HERMANTOWN	NO INVOICE FOR ITEMS (M# F# 2652 21)											
		HERMANTOWN	SHOP OUTFITTERS - UNIVERSAL BLENDER - \$1486	UNIV BENDERTECH PARTS	1,835.80									
		2016-2017	HERMANTOWN	ACME - POWERMATIC MODEL 31 A - \$1491	1 S D 700 HERMA FED CONTRACTS	4,492.81	Upgrades to machines (Acme Tools)	check with Brad						
		HERMANTOWN	HERMANTOWN	ACME - POWERMATIC 6 INCH JOINTER WITH HELICAL CUTTER HEAD - 1428.96	ACME - POWERMATIC MODEL 31 A - \$1491	748.06	Andrv Mark Materials	4,492.81	Upgrades to machines	check with Brad				
		HERMANTOWN	HERMANTOWN	ACME - RUP5121 - RUP5121 ROAD FORCE 6 X 12 - \$3600	FED CONTRACTS UNDER \$25K	3,600.00								
		HERMANTOWN	HERMANTOWN	NO INVOICE	FED CONTRACTS UNDER \$25K	4,268.62		need invoice						
		Lake Superior												
		LAKE SUPERIOR	WSC - JET BELTDRIVE BENCH LATHE - \$4983.12	WILLIAM KELLEY FED CONTRACTS U	4,863.12	Jet Beltdrive Bench Lathe by Andy								
		LAKE SUPERIOR SCHOOL DISTRICT	NO INVOICE. MATERIALS. TEXTBOOK. SUPPLIES \$3490	FED CONTRACTS UNDER \$25K	4,637.00	yes, no invoice								
		LAKE SUPERIOR SCHOOL DISTRICT	NO INVOICE. DESCRIBED AS KIT FOR SCREEN PRINTING FOR \$1147.50	ADJ CONTR SVC TO PMATS										
		LAKE SUPERIOR SCHOOL DISTRICT	APPLE COMPUTER - IMAC 21.5 SERIAL NO C02H43P5SCHJN FOR \$1,399	FED CONTRACTS UNDER \$25K	1,518.00	yes								
		PROCTOR	PRAKAR DIST - WELDER POWER. SERIAL NUMBER NONE LISTED - COST \$4018.00	FED CONTRACTS UNDER \$25K	5,360.00	yes								
		PROCTOR HIGH SCHOOL	MN FOODSERVICE - 6 BURNER RANGE WITH CASTERS - \$2555.06	FED CONTRACTS UNDER \$25K	2,555.00		yes							
		PROCTOR HIGH SCHOOL	APPLE - MBP 13.30 8GB 256 GB FLASS SERIEL NO (C0K9C0V7FFRP. OR C0K9C0K7FFRP) - \$1500 EACH (ONE IN CULINARY ONE IN BUSINESS)	FED CONTRACTS UNDER \$25K	1,664.68									
		PROCTOR HIGH SCHOOL	APPLE - MBP 13.30 8GB 256 GB FLASS SERIEL NO (C0K9C0V7FFRP. OR C0K9C0K7FFRP) - \$1500 EACH (ONE IN CULINARY ONE IN BUSINESS)	KATLYN O'REILLY	1,500.00									
		PROCTOR HIGH SCHOOL	TERNEY BROTHERS - SMART BOARD SYSTEM - 43739	TERNEY INVOICE	3,799.00									
		PROCTOR SCHOOL DISTRICT	MN FOODSERVICE -	EQUIPMENT REIMBURSEMENT	1,000.00	yes								
		2014-2015 - DAYTONA												
		2014-2015 - DAYTONA												
		2014-2015 - DAYTONA	NO INVOICE - CHIES BELANGER. INDUSTRIAL TECH MATERIALS TOOL \$ 4492.4	INTERTECHBEL LANGERBROTT	4,492.40	Of the \$4532.4 was used to purchase	yes							
				Upper Lakes	2,128.00	Planetary Mixer - 20 Q	yes							
						870 ThinkPad E 470 Computer								
						\$31.95 Various materials from Menards								

Asset Nbr	Asset Description	Mfrgr Name	Mfrgr Model Nbr	Mfrgr Serial Nbr	Bldg Code	Room Code	Asset Holder	Owner Dept Nbr	Amount	FY Purchased	
1280976	IRONWORKER PIRAHNA	AJMACHINERY	P59	10459	DWTN	D133	PERKINS-WELDING	600	\$12,975.00	FY06	
1281359	AV-SWITCHER	GLOBAL-STREAMS	E1035	PA240574	LS	M245	PERKINS	600	\$19,250.00	FY06	Disposed FY23
1460345	POST DOC	BIOLOGY NIKON	M381EN07	CSRZ 706052	LS	H390	PERKINS	600	\$10,343.85	FY09	
1460548	PNEUMATICS TRAINING-SYSTEM	HALDEMAN-HOMME	6081-2		DWTN	DOWNTO W/N	PERKINS	600	\$5,000.00	FY10	Disposed FY23
1482230	BALANCER	HUNTER	ROAD FORCE TOUCH	LWC334	LS	T200	PERKINS-AUTO SERVICE	600	\$12,671.50	FY13	
1482382	AIR COND. TRAINER	CONSULAB	EM-2000-07	1.40453E+11	LS	T233	PERKINS	600	\$8,046.25	FY14	
1482771	SANDING TABLE	SAND PRO	DL9648	2225-8520	LS	M295	PERKINS	600	\$5,995.00	FY15	
	WIND TUNNEL W/		X-STREAM			OFF					
1483125	STINGER MOUNT	PITSCO	WIND TUNNEL	NBR24339	HS	CAMPUS	PERKINS	600	\$5,069.85	FY16	
	WIND TUNNEL W/		X-STREAM			OFF					
1483126	STINGER MOUNT	PITSCO	WIND TUNNEL	NBR24338	HS	CAMPUS	PERKINS	600	\$5,069.85	FY16	
1484244	WELDER-MULTIPROCESS	LINCOLN	FLEXTEC 500	41200406050	DWTN	D133	PERKINS-WELDING	600	\$8,951.81	FY20	
1484245	WELDER-MULTIPROCESS	LINCOLN	FLEXTEC 500	41200409286	DWTN	D133	PERKINS-WELDING	600	\$8,951.81	FY20	
1484246	WELDER-MULTIPROCESS	LINCOLN	FLEXTEC 500	41200409293	DWTN	D133	PERKINS-WELDING	600	\$8,951.81	FY20	
1484247	PRINTER 3D	FORMLABS	FORM 3	FIERCEGREBE	DWTN	D113	LAB-PROTOTYPE	600	\$5,499.00	FY20	
1484240	WELDER-SMART	PRO SPOT	SP5	P19700094	LS	T290	PERKINS-AUTO BODY	600	\$10,451.00	FY20	
1484241	WELDER-SMART	PRO SPOT	I145	I45-2904	LS	T290	PERKINS-AUTO BODY	600	\$26,972.75	FY20	
1484242	STEAM STERILIZER	MIDMARK	M11	V2227621	LS	C130	PERKINS	600	\$6,009.50	FY20	
1484243	STEAM STERILIZER	MIDMARK	M11	V2227616	LS	C130	PERKINS	600	\$6,009.50	FY20	
1484304	POWER PLATE	POWER PLATE	MY7	37001917	LS	C170	PERKINS	600	\$7,395.00	FY20	
1484319	BODY LIFT	LIGHTSPEED	LSX-500	N/A	LS	C170	PERKINS	600	\$5,245.00	FY20	
1484436	PRINTER 3D	ULTIMAKER	S5	12.005	DWTN	D113	LAB-PROTOTYPE	600	\$5,965.25	FY21	
1484437	WATERJET	WAZER	U1.5	M5DWIT025	DWTN	D115	MACHINE SHOP	600	\$5,500.00	FY21	
				20092121-							
1484373	BALANCE SYSTEM	BIODEX	SD 115V	211680	LS	C170	PERKINS	600	\$19,280.00	FY21	
						TOOL					
1943108	PAINTING SIMULATOR	VR SIM	SIM SPRAY	S3UMN00422	CAA	CRIB	AIRPORT	600	\$27,837.50	FY22	
						TOOL					
1943109	PAINTING SIMULATOR	VR SIM	SIM SPRAY	S3UMN10422	CAA	CRIB	AIRPORT	600	\$27,837.50	FY22	
1943072	CO-BOT TRAINER	UNIVERSAL ROBOT	URSE	20225500457	DWTN	D115	MACHINE SHOP	600	\$35,680.00	FY22	
1943117	WELDER-MULTIPROCESS	ESAB	ARISTO 500IX	941-117-0150	DWTN	D133	PERKINS-WELDING	600	\$6,000.00	FY22	
1943156	ANESTHESIA MACHINE	GE/DATEX-OHMEDA	AESPIRE 7100	AMXJ00736	LS	H335	PERKINS-LAB	600	\$8,780.00	FY22	
				17000-							
1943181	LASER ENGRAVER	EPILOG	FUSION EDGE	23055233624	DWTN	D113	LAB-PROTOTYPE	600	\$29,010.00	FY23	
				4821TPRPM45							
1484435	CNC PLASMA TABLE	LONE STAR	TROOPER	WBSE187832	DWTN	D133	WELDING SHOP	600	\$23,755.00	FY23	
1943161	ABDOMINAL SURG TRAINER	SIMULAB	SATP-1230	TM02000	LS	H333	LAB	600	\$17,735.00	FY23	
			GLIDESCOPE								
1943164	AIRWAY SIM CENTER	VERATHON	15	0270-1031	LS	H330	LAB	600	\$13,617.89	FY23	
1943173	PNEUMATIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.79	FY23	
1943174	PNEUMATIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.81	FY23	
1943175	PNEUMATIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.81	FY23	
1943176	PNEUMATIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.80	FY23	
1943177	HYDRAULIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.80	FY23	
1943178	HYDRAULIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.80	FY23	
1943179	HYDRAULIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.80	FY23	
1943180	HYDRAULIC TRAINER	MISCELLANEOUS	SELF-BUILT	N/A	LS	T212	LAB	600	\$6,463.80	FY23	
1943289	SIMULATOR-WELDING	LINCOLN	VRTEX 360	U1240500056	LS	T238	STORAGE	600	\$35,043.95	FY24	
	MANIKIN-PRETERM		ECHO								
1943236	BABY	ECHO	PRETERM 001	N/A	LS	H355	LAB	600	\$10,895.00	FY24	
			ECHO BABY								
1943237	MANIKIN-BABY	ECHO	001 BENDY	N/A	LS	H355	LAB	600	\$10,995.00	FY24	
			ECHO INFANT								
1943238	MANIKIN-INFANT MALE	ECHO	001	N/A	LS	H355	LAB	600	\$13,095.00	FY24	
	MANIKIN-INFANT		ECHO INFANT								
1943239	FEMALE	ECHO	001	N/A	LS	H355	LAB	600	\$13,095.00	FY24	
	MANIKIN-TODDLER		ECHO								
1943240	(FEMALE)	ECHO	TODDLER 001	N/A	LS	H355	LAB	600	\$13,300.00	FY24	
	MANIKIN-TODDLER		ECHO								
1943241	(MALE)	ECHO	TODDLER 001	N/A	LS	H355	LAB	600	\$13,300.00	FY24	

FY17

[illegible]

STATEMENT OF ASSURANCES & CERTIFICATIONS


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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____ College President's Name (Print): _____ <hr/> <div style="display: flex; justify-content: space-between;"> Signature _____ Date _____ </div> email: _____ Phone: _____	
--	--

DistrictName: <u>Zoo. v V\U.. W\</u> : <u>PIA..bL c.</u> <u>Sc...hoo</u> <u>ls</u> District Number/Type: <u>0001</u> - <u>0,</u> Superintendent's Name - (Print): <u>Wojcik, "a" m' "e" eJ</u>	
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Signature </div> <div style="text-align: center;"> <u>4-16-25</u> _____ Date </div> </div> email: <u>bye..e.,sJ</u> <u>al . 03</u> Phone: <u>"2 \ 'i < - 8"q - & 'l 10</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: _____	
District Number/Type: <u>34</u> ; <u>3</u> = _____	
Superintendent's Name - (Print): <u>Donita Lopez</u> <u>Set</u>	
Signature <u>Donita Lopez</u>	Date <u>4-16-25</u>
email: <u>donita.lopez@lhm.klmn.us</u>	
Phone: <u>214-123-4567</u>	

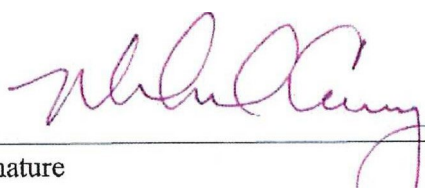
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name:	<u>C\oi)</u> <u>l..U-f-</u> <u>'f_l-b\l:</u> <u>S..Q.u.o ls</u> <u>SD #94</u>
District Number/Type:	<u>60</u> <u>210</u> / _____
Superintendent's Name - (Print):	<u>M t c.k</u> <u>Q o. J-</u> + _____
Signature	 _____
Date	<u>4/17/25</u>
email:	<u>mc and (!).ref CJI/.or:</u>
Phone:	<u>(;7n.)</u> <u>879 - 01</u> <u>:i !</u>

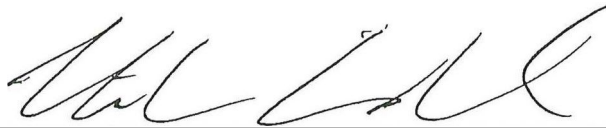
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>COOK COUNTY SCHOOLS</u>	
District Number/Type: - - - - <u>0</u> <u>00</u> " ' - - - -	
Superintendent's Name - (Print): <u>XXXXXXXXXX LEIFELT, H</u>	
	<u>4/17/25</u>
Signature	Date
email: <u>clindholm@isd166.org</u>	
Phone: <u>218-387-2271</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

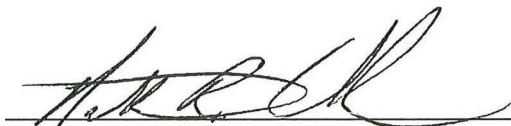
email: _____

Phone: _____

District Name: St. Louis County / St. Louis

District Number/Type: CJIS - CJ

Superintendent's Name - (Print): d. - d. a. n. £ ' L L k



Signature

4-16-2025

Date

email: nlibon@isd95.org

Phone: 218-644-3716 ext. 1004


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>cOu..ll lh-, JI.Jlo/iL-2'l:tl<J< /5</u>	
District Number/Type: <u>___ W-COC ; __, _0, _O....</u>	
Superintendent's Name - (Print): <u>----"0"-0:c.-LY).-"-rt'-'- _M.CL _...:.-:-d--f◆"-=-----</u>	
<div style="text-align: center;">  </div>	<div style="font-size: 2em; font-family: serif;">1-I.:J_J,/2</div>
Signature _____	Date _____
email: <u>john.magas@isd709.org</u>	
Phone: <u>218-336-8752 x 1109</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>£ 6 k.o</u>	
District Number/type: <u>0 { } q C j - '</u>	
Superintendent's Name-(Print): <u>en h ' : s</u>	
Signature	Date
email: <u>U1J5cf0ev 05ko, k12.mn.us</u>	
Phone: <u>218 879-2969</u>	

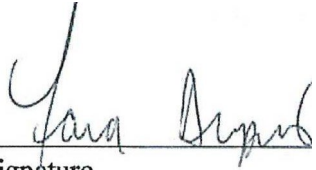
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>foh- d, d(, / 01 c O j 1\:) LK' S th cJ/</u>	
District Number/Type: <u>10 9d- 3 4</u>	
Superintendent's Name - (Print): <u>Tc . =C.1. (C. -D. ' =U"HD""I. "'H/S:</u>	
 Signature	<u>12/25</u> Date
email: <u>=rc/\t q d (AP/<) r cl/ 64.,. d- cJ r9:</u>	
Phone: <u>d- { 6 7 2i- 7 a.S-'if'"</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____ College President's Name (Print): _____ <hr/> <div style="display: flex; justify-content: space-between;"> Signature Date </div> email: _____ Phone: _____	
--	--

District Name: <u>1 / c r i l l 4 , v i b l / J . \ c ' o w i r / 1 V \ . , ' / ; _ ? ? J</u> <u>- + 1 - 7 : . , _ C : - - " -) - 7 - , r - - i / - , - - (</u>	
District Number/Type: <u>_ _ _ , \ / \ U - ' - - - , , ' - - - L / - - \ /</u>	
Superintendent's Name - (Print): <u>t k ? 1 1 £ I J A . f ? 1 ,) t ' V L ; _ _ _</u>	
Signature: <u></u>	Date: <u>4/23/20</u>
email: <u>Wayne.W.Adams@ISD700.org</u>	
Phone: <u>218-626-6001</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name:

College:.....

College President's Name (Print):

Signature _____ Date _____

email: _____

Phone:.....

District Name: Lake Superior School District

District Number/Type: 20 / 028

Superintendent's Name - (Print): G. J. ...

Signature: _____ Date: 4.28.2025

email: gkleive@isd391.org

Phone: 218-834-8281

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>la £ S.-1 p-e ;(l CN</u>	
College President's Name (Print): <u>JiiJ r (C-Oi, l, Kofiti s rtt.b.</u>	
<div style="text-align: center; font-size: 2em; margin-bottom: 10px;">A</div> <div style="display: flex; justify-content: space-between;"> Signature _____ Date <u>4/21/25</u> </div>	
email: <u>}0-:\1j(,1\IA, (O'g--L[&" Q_ l[S(• C:vllA.-</u>	
Phone: <u>Zl K-7-3-7u /L/</u>	

District Name: _____	
District Number/Type: _____	
Superintendent's Name - (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consolidation Name: Lakes Superior

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: _____	McGregor Schools
District Number/Type: _____	ISD#4
Superintendent's Name - (Print): <u>Sarah Pylyanen</u>	
 _____	4/23/25
Signature	Date
email: <u>spylvanen@isd4.org</u>	
Phone: <u>218-768-5131</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Moose Lake Community School</u>	
District Number/Type: <u>011</u>	
Superintendent's Name - (Print): <u>J. J. Enright</u>	
<u>J. J. Enright</u> Signature	<u>4/17/25</u> Date
email: <u>J. J. Enright@mooselake.org</u>	
Phone: <u>1. 818. 411. 0111</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
P h o n e : - - - - -	

District Name: <u>V:Boc...rDB Yu6LL1v Schools</u>	
District Number/Type: <u>001-0100+</u>	
Superintendent's Name - (Print): <u>Dr. [Signature]</u>	
Signature <u>[Signature]</u>	Date <u>04/17/2025</u>
email: <u>[Signature]</u> (O c;--h)(. \L- t/- - I/Vt VI	
Phone: <u>C -z1</u> <u>S-Zo</u> <u>2. J</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Wrenshall Public School</u>	
District Number/type: <u>100</u>	
Superintendent's Name-(Print): <u>Jeffrey Peterson</u>	
Signature <u>[Signature]</u>	Date <u>4/17/25</u>
email: <u>jpeterson@isd100.org</u>	
Phone: <u>218-231-3147</u>	

(Duplicate as needed)