

Perkins V Local Application

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

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Lakes Country Consortium
Total Award Budget:	\$830,746.58 - ESTIMATED

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.

Minnesota State Community and Technical College	Lakes Country Service Cooperative - Independent School District 0926
Ashby Public Schools - Independent School District 0261	Morris Public Schools - Independent School District 2769
Barnesville Public Schools - Independent School District 0146	Moorhead Area Public Schools - Independent School District 0152
Battle Lake Public Schools - Independent School District 0542	New York Mills Public Schools - Independent School District 0553
Breckenridge Public Schools - Independent School District 0846	Pelican Rapids Public Schools - Independent School District 0548
Campbell-Tintah Public Schools - Independent School District 0852	Perham-Dent Public Schools - Independent School District 0549
Chokio-Alberta Public Schools - Independent School District 0771	Rothsay Public Schools - Independent School District 0850
Clinton-Graceville-Beardsley Public Schools - Independent School District 2888	Ulen-Hitterdal Public Schools - Independent School District 0914
Detroit Lakes Public Schools - Independent School District 0022	Underwood Public Schools - Independent School District 0550

Dilworth-Glyndon-Felton Public Schools - Independent School District 2164	West Central Area Public Schools - Independent School District 2342
Fergus Falls Public Schools - Independent School District 0544	Wheaton Area Public Schools - Independent School District 0803
Fergus Falls Area Special Education Cooperative - Independent School District 0935	
Frazee-Vergas Public Schools - Independent School District 0023	
Hancock Public Schools - Independent School District 0768	
Hawley Public Schools - Independent School District 0150	
Herman-Norcross Community Schools - Independent School District 0264	
Lake Park Audubon Public Schools - Independent School District 2889	

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
Construction	Both	Y	Y	Y	551	167
Facility & Mobile Equip Maintenance	Both	Y	Y	Y	348	45
Teaching & Training	Both	Y	Y	Y	259	21
PSTS	Both	Y	Y	Y	588	0
Therapeutic Services	Both	Y	Y	Y	13	255
Manufacturing	Both	Y	Y	Y	256	5
Food Products & Processing	Funding	Y	Y	Y	73	0
Plant Systems	Funding	Y	Y	N	184	0
Accounting	POS	Y	Y	Y	542	60
Web & Digital Com	POS	Y	Y	Y	0	10
Design & Pre Const	Both	Y	Y	Y	551	3
Maintenance Ops	Both	Y	Y	Y	348	45
Diagnostic Services	Both	Y	Y	Y	13	39

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>A pressing need for modernized and high-quality industry equipment has been identified within our secondary and postsecondary programs. This gap was highlighted by feedback from CTE teachers, faculty, administrators, students, parents, and business and industry partners. While this need was also recognized in the previous CLNA, it seems that the consortia's strategies in the previous grant round have started to mitigate this trend. At the Postsecondary level, for example, a state-of-the-art simulation center that will serve healthcare career pathways is soon to begin construction on the Moorhead campus and there will be a need for innovative equipment that will enhance the quality of a CTE program of study.</p>					
2. Strategies to address need:					
<p>Strategy 1: Work with industry employer partners, advisory groups, and CTE Faculty, staff, and administration via survey forms and steering committees to determine needs and priorities of equipment that is meeting industry requirements and creating opportunities through virtual reality scenarios to develop critical thinking skills.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$30,000 (OBJ 530) • Postsecondary: \$96,941.55 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • By June 30, 2026, at least 85% of surveyed CTE faculty and employer advisory members will report that newly purchased equipment at both the secondary and postsecondary levels align with current industry standards and enhances student skill development in critical thinking and job readiness. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development</p>					

and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.

2. Strategies to address need:

Strategy 1: Consortium fall regional networking meetings with content instructors across the consortium. Neighboring consortium teachers and coordinators also invited. Relevant postsecondary instructors will be invited to participate and partner. Postsecondary will utilize Perkins professional development funds if there is interest in participating.

Budgeted Use of Funds:

- Secondary: \$4,500 (OBJ 366), \$5,087.44 (OBJ 303)
- Postsecondary: \$0

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

- By June 30, 2026, at least 75% of participating secondary CTE teachers, administrators, and counselors will report increased understanding of CTE program purpose, student access barriers, and Perkins V priorities as a result of regional networking events, as measured by pre- and post-event surveys.

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

- [illegible]

NEED D:	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 checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need for professional development for both secondary instructors and postsecondary faculty, focusing not only on content-specific areas but also on facilitating the transition from secondary to postsecondary education and career.					

2. Strategies to address need:
<p>Strategy 1: Support quality professional development opportunities for CTE professionals. Professional development opportunities include professional teacher organization conferences, policy & advocacy, CNC/vCarve, food safety, meat processing, CDL, and school visits</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$25,500 (OBJ 366) • Postsecondary: \$0
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> • By June 30, 2026, at least 80% of secondary CTE instructors who participate in funded professional development activities will report increased confidence in supporting students' transitions to postsecondary education and careers, as measured by post-event evaluations.

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.

The Lakes Country Consortium is working to be responsive to the labor market needs of the entire region while also recognizing the limited ability the consortium has in defining secondary school programming. An increasing need that has emerged locally and statewide is in the area of food processing and packaging, specifically meat cutting. West Central Area Schools and Ashby High School have partnered to create a food processing pathway within their AFNR programs that has garnered statewide attention. They have partnered with CLC, Ridgewater, and the University of Minnesota for professional development and program design. At the postsecondary level, a new Elementary Education degree program launched Fall of 2024 as well as a program in Echocardiography. A redesign of the A.A.S. degree in Automotive Technology to include OER and courses in Electric and Hybrid Vehicle repair, maintenance, and safety to be implemented in Fall of 2025.

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

Through marketing efforts from the postsecondary Marketing and Communications team tailored to the CTE POS and special populations; through Career Exploration events and camps; through career counseling and innovative technology such as the use of Focus2Career to perform assessments that align career options to a student's strengths and interests.

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

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

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to establish new and continuing partnerships with industry employer partners, industry CTE professional associations, and local workforce groups like RMCEP, for providing professional development opportunities (such as obtaining credentials for CTE instruction), training in culturally responsive pedagogy, strategies for promoting CTE program of study to diverse populations including out of work individuals, development of policy, and avenues for recruiting CTE faculty. Organization memberships with agencies such as Association for Career and Technical Education (ACTE) for example, have proven to be beneficial to several CTE programs of study for the consortium.					
2. Strategies to address need:					
<p>Strategy 1: Leverage the work of the PATH-MN initiative by developing an MOU with RMCEP that is focused on strengthening preparation of prospective students followed by student success, particularly of those from underserved populations, in healthcare programs and pathways; and with the intent to increase enrollment in Postsecondary healthcare programs.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: • Postsecondary: \$1,000 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • RMCEP will provide data on participation from among special populations due to our partnership. Data may include labor market data and the impact of referrals from RMCEP to healthcare programs enrollment. The fall of FY25 will be used to establish benchmarks and we will build off those benchmarks in FY26. 					

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

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

Lakes Country Perkins Consortium, in partnership with the local Workforce Development Board and Vocational Rehabilitation Services collaborate to enhance services to individuals with disabilities, individuals with other barriers to employment, and individuals living in poverty. To the extent possible, services are co-located in CareerForce offices to provide access to a wide variety of services. Each CareerForce location provides an orientation to services available to assist jobseekers make an informed decision on choice of service provider. Direct service staff participate in cross-training to ensure they understand the services offered by the various partners, and the eligibility criteria for each program. Vocational Rehabilitation staff are available for consultation without the need for the person to apply for services. Typical topics include how and when to disclose a disability, effective use of assistive technology, Social Security work incentives, and benefits planning. There is currently a joint effort to provide joint financial planning and work incentives planning for individuals receiving Social Security Disability Insurance. Disability Benefits 101, a software program developed using Medicaid Infrastructure grant funding, is available to all partners to assist staff inform jobseekers about the impact earned income will have on federal and state benefits, including public health insurance. The Workforce Development Board consults with Vocational Rehabilitation Services as they are developing initiatives such as incumbent worker training programs, customized training programs, career pathways initiatives, youth services, and other business services.

Local Workforce Development Boards sponsor local Job Fairs. Vocational Rehabilitation participates in the Job Fairs and other community events. The local partners also share job leads, and Vocational Rehabilitation may purchase placement services from the local Board as part of a performance-based funding agreement. RMCEP provides Social Security Administration (SSA) certified benefits planning and financial education services as part of the Ticket to Work program. RMCEP through staff trained in Social Security Advocacy under the SOAR method, will also assist individuals who are not capable of competitive employment and are at risk of homelessness to complete needed paperwork to gain Social Security Disability Benefits. Local boards include representatives from secondary and postsecondary education and adult education. Through these connections activities are coordinated and training is discussed to include prioritization of youth initiatives and grant opportunities. Adult education partners are essential in developing contextualized education opportunities and resources for limited English learners.

From Postsecondary: FY23 Reallocation funds were utilized to purchase equipment and supplies for a Mobile Outreach Unit. The Mobile Outreach Unit is an outcome of the Pathways to Accessing Healthcare Training in MN initiative funded by a grant from the Department of Labor. The purpose of the Mobile unit is to visit rural communities and high schools for Program Outreach, including career exploration and education on pathways to a variety of careers in healthcare including Dental Assistant, Practical Nursing, Surgical Technology...just to name a few. RMCEP is our workforce partner in this initiative. We are currently developing an MOU of our partnership which will result in the following from RMCEP:

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	1,000
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1,000
3.	Postsecondary Subtotal	2,000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	15,000
6.	Secondary Subtotal	15,000
7.	TOTAL	\$17,000

- Participation in the grant Steering Committee to review training and curriculum;
- Support outreach efforts by referring potential participants to the PATH-MN initiative;
- Promote awareness among potential participants at regional workforce centers;
- Connect M State to partners who may assist with wrap-around services such as career counseling, internships, employment opportunities;
- Provide regional labor market information and data to inform decision making processes.

This partnership and the work of the PATH-MN initiative will also be supported by the Perkins plan in terms of strategic program outreach, the purchasing of innovative equipment, and professional development of healthcare faculty and staff and administration.

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.

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)

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

The Lakes Country Perkins Consortium could undertake several strategies to strengthen the academic and career and technical components of its programs. Here are some suggestions:

1. **Curriculum Alignment:** Ensure that the CTE curriculum aligns with academic standards and includes opportunities for students to apply academic knowledge in practical settings.

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2. **Professional Development:** Provide professional development opportunities for teachers to enhance their skills in integrating academic and CTE content, as well as staying updated on industry trends.
 3. **Industry Partnerships:** Forge partnerships with local businesses and industries to provide students with real-world experiences and ensure that CTE programs are meeting industry needs.
 4. **Career Pathway Development:** Develop clear career pathways that connect academic and CTE courses, providing students with a roadmap for their education and career goals.
 5. **Student Support Services:** Provide support services, such as career counseling and academic advising, to help students navigate their academic and career pathways.
 6. **Technology Integration:** Use technology to enhance learning experiences, such as virtual simulations or online resources that reinforce both academic and CTE concepts.
 7. **Assessment and Evaluation:** Implement assessments that measure students' understanding of both academic and CTE content, ensuring that they are meeting learning objectives in both areas.

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

See above.

- 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)

The Lakes Country Consortium will support programs to align with the goals of providing a well-rounded education. Some of the strategies include:

1. **Integrate Academic and CTE Content:** Support the development of curricula that integrate academic subjects with CTE courses. For example, a culinary arts program incorporating math concepts like measurements and ratios into recipes.
2. **Project-Based Learning:** Implementing project-based learning activities that require students to apply academic knowledge to solve real-world problems relevant to their CTE fields.
3. **Cross-Curricular Collaboration:** Encouraging collaboration between CTE teachers and teachers of academic subjects to create interdisciplinary lessons that connect academic content to CTE coursework.
4. **Career Pathway Planning:** Providing students with opportunities to explore various career pathways that align with their interests and academic strengths, ensuring that CTE programs are part of a broader educational plan.
5. **Professional Development:** Offering professional development for teachers to help them integrate academic content into CTE courses and to stay updated on industry trends that can inform curriculum development.
6. **Community Partnerships:** Partner with local businesses, industries, and community organizations to provide students with hands-on experiences that connect academic learning to real-world careers.

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7. **Technology Integration:** Use technology to enhance learning experiences, such as virtual simulations or online resources that reinforce both academic and CTE concepts.
 8. **Assessment and Evaluation:** Develop assessments that measure students' understanding of both academic and CTE content, ensuring that they are meeting learning objectives in both areas.

Narrative 5: Special Populations

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
A clear need emerges for targeted support, particularly for three major secondary groups: (1) students with disabilities, (2) economically disadvantaged students, and (3) students of color, ranked in order of potential benefit. This ranking is informed by the trend of results from previous Carl Perkins Core Indicators. While the data does not indicate drastic disparities, it does reveal persistent gaps. A review of district-level data since the implementation of Perkins V indicates that certain districts consistently outperform others, highlighting the need for ongoing attention and support.					
2. Strategies to address need:					
<p>Strategy 1: Explore opportunities to expand PAES Labs in districts where students with disabilities do not have access to career exploration and workplace settings.</p> <p>Strategy 2: Explore root cause systemic barriers for economically disadvantaged and SOC in relation to disparities on Perkins Core indicators. Determine if there are any leverage points that can happen at an ecosystem level rather than at a school district level.</p> <p>Strategy 3: Invest in personnel that serve special populations with academic advising and counseling, including career counseling, and need more resources and wraparound services.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$74,499.50 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1</p> <ul style="list-style-type: none"> • Increased opportunity for students with disabilities to engage in career exploration opportunities within the school setting. <p>Strategy 2</p> <ul style="list-style-type: none"> • Concrete answer on what root problems is within the Lakes Country Consortium and if the consortium has the ability to influence at the ecosystem level, or if it has to influence at the school district level. <p>Strategy 3</p> <ul style="list-style-type: none"> • With the implementation of SLATE, a new Student Affairs CRM with an advising component, we will be able to track # of interactions with students from special populations. FY25 will be used to establish benchmarks and set goals for FY26. 					

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

Identified need is to broaden access to CTE programming for students enrolled in consortium ALCs and residents of the West Central Regional Juvenile Center. This involves collaborating with ALCs to enhance their CTE offerings and expanding the partnership with the juvenile center to provide additional CTE opportunities. These efforts aim to provide valuable skills and education to these populations, enhancing their prospects and contributing to their overall well-being.

2. Strategies to address need:

Strategy 1: Continue to expand the partnership at WCRJC around career development and career exploration for their incarcerated youth clients through the use of MBTI & Strong Interest Inventory.

Strategy 2: Expand partnerships with Moorhead ALC within the Moorhead HS Career Academy around expanded career exploration and career development opportunities through the use of MBTI & Strong Interest Inventory.

Budgeted Use of Funds:

- Secondary: \$2,000 (OBJ 303)
- Postsecondary: \$0

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

Strategy 1

- At least 15 incarcerated youth from WCJC will engage with MBTI & Strong Interest Inventory and have professional facilitated discussions about results.

Strategy 2

- At least 15 ALC students from Moorhead High School ALC will engage with MBTI & Strong Interest Inventory and have professional facilitated discussions about results.

NEED C:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Providing high-quality, supportive professional development programs for our current career and technical education professionals continues to be a crucial need. As demonstrated by previous Perkins plans for the Lakes Country Consortium, requests for professional development funding are the result of input for industry employer partners, advisory boards, current CTE instructors and staff, as well as industry associations and accreditation organizations. Professional development in the form of mentoring, continuing education, symposiums and professional conferences are essential to retaining these professionals in our classrooms, ensuring they remain motivated, skilled, and equipped to provide the best possible education for our students. Ongoing professional development helps educators stay current with industry trends, teaching methodologies, advancements in technology, accreditation requirements, and student needs, ultimately benefiting the entire learning community</p>					
5. Strategies to address need:					
<p>Strategy 1: Send a delegation that includes a minimum of 2-4 CTE faculty to attend the Universal Design Teaching Academy offered by M State. (This replaces the FY25 Strategy to send a delegation including a minimum of 2-4 CTE faculty to attend the (March) 2025 National Summit for Educational Equity where agenda items include: Support Special Population Student Success, Promoting STEM & CTE, Equitable Learning Environments.)</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$0 					
6. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Develop one new initiative with a committee comprising CTE administration, CTE Faculty, and DEI to improve persistence rates for special and underserved populations. • FY26 APR: report on the impact of that initiative. 					

7. 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?

Addressing barriers to access and success for special populations within CTE programs requires a **multifaceted** approach that considers the unique needs and challenges special populations face. Here are some strategies the Lakes Country Perkins Consortium are working on:

- **Diverse and Inclusive Curriculum:** To the extent that the consortium has the capacity, ensure that the CTE curriculum is inclusive and relevant to special populations' needs. This can include incorporating diverse perspectives, examples, and materials that resonate with these populations.
- **Individualized Support Services:** Provide individualized support services such as academic tutoring, counseling, mentoring, and career guidance to help special populations navigate their educational and career pathways.
- **Professional Development:** When appropriate, provide professional development opportunities for CTE educators to enhance their knowledge and skills in working with special populations.
- **Partnerships:** Collaborate with community organizations, employers, and other stakeholders to create pathways for special populations to access CTE programs and gain relevant work experience.
- **Data Collection and Analysis:** Collect and analyze data on the participation and outcomes of special populations in CTE programs to identify areas for improvement and measure the effectiveness of interventions.
- **Policy Advocacy:** Advocate for policies that support the inclusion and success of special populations in CTE programs, including funding for support services and accommodations.

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

See above strategies.

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

This year, the consortium will explicitly work to implement a targeted outreach and recruitment initiative. The initiative will focus on encouraging and recruiting students into non-traditional fields at the secondary and postsecondary levels. In the past, there have been attempts to recruit, but not intentionally and not explicitly targeted.

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

The Lakes Country Consortium can ensure that members of special populations are not discriminated against and have equal access to CTE by continuing to follow several key priorities:

1. **Policy:** Policies that explicitly prohibit discrimination based on factors such as race, color, national origin, sex, disability, or age.
2. **Training and Awareness:** Annual training for staff, faculty, and administrators on issues related to diversity, equity, and inclusion. This ensures that everyone in the consortium is aware of and understands their responsibilities to prevent discrimination and promote equal access.
3. **Monitoring and Evaluation:** Regularly monitoring and evaluation of the consortium's programs and practices to ensure that they are meeting the needs of members of special populations. This can include collecting and analyzing data on enrollment, retention, and completion rates for these students.
4. **Partnerships and Collaboration:** Collaborate with community organizations, employers, and other stakeholders to create pathways for members of special populations to access CTE programs and employment opportunities.

Narrative 6: Work-Based Learning

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a pressing need to expand work-based learning opportunities across schools within the secondary consortia. This includes establishing partnerships with local businesses and industries to provide students with valuable hands-on experience and exposure to real-world work environments.					
2. Strategies to address need:					
Strategy 1: Travel for incumbent staff to explicitly provide technical assistance to schools that need additional support for expanding work-based learning programming, including partnerships with local business and industry. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$1,000 (OBJ 366) • Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					
Strategy 1: <ul style="list-style-type: none"> • Increase in consortia participants in WBL • Report on any new WBL opportunity developments. 					

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.

Of the 26 secondary schools in the consortia, only one small school has ZERO access to formal WBL programs within their district. In a previous CLNA, it was reported that nine schools had only limited access based only within their AFNR programs. The consortium has put a concerted effort into expanding access to programs and we have successfully expanded programs through the licensure of sixteen additional coordinators in the consortium (and counting). With retirements and district to district movement with some AFNR & WBL coordinators, the target will forever be moving, but the consortium is making significant progress in the expansion of programming. Further access is still necessary, and the consortium will continue to invest in

WBL expansion through licensure pathways and assisting school districts in program development. The progress related to WBL will certainly rely upon the strong existing programs in the consortium, including Perham, Fergus Falls, and Detroit Lakes. West Central Area, Ashby, and Pelican Rapids are becoming excellent emerging programs particularly for small schools.

The career and technical education programs at M State offer and/or require hands-on, work-based learning opportunities for our students. These work-based learning opportunities take the form of clinical rotations and directed practice experiences for our health career programs and in other CTE programs these experiences take the form of internship opportunities or other experiential learning requirements. These work-based learning experiences are developed in collaboration with key business and industry partners such as Essentia Health, Sanford Health, and Lake Region Healthcare; and are supported by program advisory committees to ensure students are gaining experience and competencies in industry current skills.

- 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.

LCSC has taken a leadership role in the expansion of WBL programs not only in our consortium, but across the state in relation to the licensure work we have done. The work will continue with leveraging resources from the legislative CTE Consortium grant and a subrecipient grant from a congressional earmark through High Tech Kids to expand access to WBL opportunities in STEM fields. All this work requires the continuous growth of business and industry partnerships across the region.

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

The consortium continues to invest to increase WBL opportunities through leveraging many financial resources, including Perkins, CTE Consortium grant, High Tech Kids subgrant, and STEM Ecosystem grant.

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies to address need: Strategy 1: Advocate and explore policy and structural remedies to allow for equal access to dual enrollment opportunities for career and technical education secondary students. Specific actions include secondary teacher travel and meetings with postsecondary faculty for minimum qual determinations and negotiate potential tested experience waivers, Perkins consortium leadership engagement with national advocacy organizations such as College in the High School Alliance, and potential further study/research on obtaining transcripted credit in border states and how that credit would transfer into the Minnesota system. Strategy 2: Postsecondary will be utilizing \$16,000 in RESERVE funds for the use of Director of Concurrent Enrollment, student success teams as well as the K12 Partnership Liaison to utilize tools and methodologies such as Focus2Career, career-exploration events needed for high school students to learn of concurrent enrollment opportunities. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$2,000 (OBJ 366) • Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					

Strategy 1 and 2:

- Increase in access – the change in number of CTE secondary students accessing dual enrollment opportunities
- Policy changes – number of policy & structural changes implemented as a result of advocacy efforts

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?

In FY22, the Lakes Country Perkins Consortium collaborated with an external researcher to analyze dual credit options. The study identified 198 potentially eligible CTE dual enrollment courses in consortium secondary schools, but it's uncertain if these courses are currently offered or categorized under CTE. The research highlighted that two districts accounted for 55% of these opportunities, while 11 districts offered none. Excluding the two districts with the most offerings, the remaining 24 districts averaged 3.66 classes each. However, these figures include traditionally enrolled PSEO students, who are likely to take courses directly from colleges or universities. Excluding these courses, there are 49 CTE dual credit opportunities across all 26 districts, with 16 districts offering no dual credit options and an average of under two per district. The top schools for opportunities mainly offer traditional PSEO courses and are districts with an M State campus. These findings reveal significant challenges in providing equal dual enrollment opportunities for CTE students in the consortium and potentially across Minnesota.

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:	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 checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>(1) A pressing need for modernized and high-quality industry equipment has been identified within our secondary and postsecondary programs. This gap was highlighted by feedback from CTE teachers, faculty, administrators, students, parents, and business and industry partners. While this need was also recognized in the previous CLNA, it seems that the consortia's strategies in the previous grant round have started to mitigate this trend. At the Postsecondary level, for example, a state-of-the-art simulation center that will serve healthcare career pathways is soon to begin construction on the Moorhead campus and there will be a need for innovative equipment that will enhance the quality of a CTE program of study.</p> <p>(2) There is a need to assess and fulfill equipment needs for both secondary and postsecondary programs, as recommended by advisory boards. This includes updating equipment to align with industry standards and best practices, ensuring that students receive relevant and high-quality training that also helps to develop critical-thinking skills.</p>					
2. Strategies to address need:					
<p>Strategy 1: Work with industry employer partners, advisory groups, and CTE Faculty, staff, and administration via survey forms and steering committees to determine needs and priorities of equipment that is meeting industry requirements and creating opportunities through virtual reality scenarios to develop critical thinking skills.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> Secondary: \$30,000 (OBJ 530) Postsecondary: \$27,656 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> By June 30, 2026, at least 85% of surveyed CTE faculty and employer advisory members will report that newly purchased equipment at both the secondary and postsecondary levels aligns with current industry standards and enhances student skill development in critical thinking and job readiness. 					

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

There is a need for professional development for both secondary instructors and postsecondary faculty, focusing not only on content-specific areas but also on facilitating the transition from secondary to postsecondary education and career.

2. Strategies to address need:

Strategy 1: Support quality professional development opportunities for CTE professionals. Professional development opportunities include professional teacher organization conferences, policy & advocacy, CNC/vCarve, food safety, meat processing, CDL, and school visits

Strategy 2:

Budgeted Use of Funds:

- Secondary: \$25,500 (OBJ 366)
- Postsecondary: \$0

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

Strategy 1:

- By June 30, 2026, at least 80% of secondary CTE instructors who participate in funded professional development activities will report increased confidence in supporting students' transitions to postsecondary education and careers, as measured by post-event evaluations.

NEED C:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to establish new and continuing partnerships with industry employer partners, industry CTE professional associations, and local workforce groups like the RMCEP, for providing professional development opportunities (such as obtaining credentials for CTE instruction), training in culturally responsive pedagogy, strategies for promoting CTE program of study to diverse populations including out of work individuals, development of policy, and avenues for recruiting CTE faculty. Organization memberships with agencies such as Association for Career and Technical Education (ACTE) for example, have proven to be beneficial to several CTE programs of study for the consortium.					
5. Strategies to address need:					
Strategy 1: Meet with CTE POS Faculty and CTE Deans to determine what organization memberships would benefit the CTE POS. Criteria for determining membership should include professional development opportunities, CTE program outreach and awareness and networking opportunities with industry employer opportunities to enhance curriculum. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$10,000 					
6. Measurable Outcomes (report results in next APR):					
Strategy 1: <ul style="list-style-type: none"> • FY25-FY26 Establish at least 2 new organization memberships that benefit CTE POS. • Report on those benefits provided that impacted CTE Program of Study (enhanced curriculum, program advisory committee, events, etc.) 					

1. 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.

Lakes Country Service Cooperative has taken the problem of teacher pipeline in career and technical education very seriously over the past several years by advocating for, and influencing the change in state law around alternative teacher preparation and ultimately obtaining PELSB approval as a teacher preparation unit and gaining approval to providing programming for already-licensed teachers to obtain licenses in Construction Careers, Manufacturing Careers, Transportation Careers (while also meeting the standards for Core Skills for Career and Technical Education) and the endorsement for Teacher Coordinator of Work-Based Learning. The programs are fully functioning state-wide and current enrollment is at 407 candidates with 278 completers recommended for licensure. The programs are designed to provide credit for prior learning and be available for candidates in an asynchronous mode not dependent on an academic year. The fundamental premise of the programs is to require candidates to show competence in the standards by asking the candidates to apply their knowledge in ways that are applicable to their classrooms. LCSC is also in the process of approval with PELSB to begin to offer initial licensure in the same areas for which LCSC offers additional licensure with an anticipated launch of the fall of 2024 with the first cohort of initial licensure candidates. The consortium has the unique opportunity to provide PD that leads towards licensure and has the knowledge and expertise around licensure to recruit from industry more easily.

- 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.

In addition to the information provided above, LCSC plays the lead role in the statewide Career and Technical Education Teacher Induction Program (CTE TIP). CTE TIP combines in-person support with curriculum and professional development to support early-career teachers during their first years in the profession. On average, 97% of teachers who participate in our program return to teach the following year and more than 90% of participants were still teaching two years later.

Narrative 9: Performance Gaps

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>A clear need emerges for targeted support, particularly for three major secondary groups: (1) students with disabilities, (2) economically disadvantaged students, and (3) students of color, ranked in order of potential benefit. This ranking is informed by the trend of results from previous Carl Perkins Core Indicators. While the data does not indicate drastic disparities, it does reveal persistent gaps. A review of district-level data since the implementation of Perkins V indicates that certain districts consistently outperform others, highlighting the need for ongoing attention and support.</p>					
2. Strategies to address need:					
<p>Strategy 1: [REDACTED]</p> <p>Strategy 2: Explore root cause systemic barriers for economically disadvantaged and SOC in relation to disparities on Perkins Core indicators. Determine if there are any leverage points that can happen at an ecosystem level rather than at a school district level.</p> <p>Strategy 3: Invest in personnel that serve special populations with academic advising and counseling, including career counseling, career placement, and need more resources and wraparound services. This includes the development of a new position that will serve students in one or all of the following areas: academic advising, counseling, career coaching and placement.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$112,951 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1 : [REDACTED]</p> <p>Strategy 2:</p> <ul style="list-style-type: none"> • Concrete answer on what root problems are within the Lakes Country Consortium and if the consortium has the ability to influence at the ecosystem level, or if it has to influence at the school district level. <p>Strategy 3:</p> <ul style="list-style-type: none"> • With the implementation of SLATE, a new Student Affairs CRM with an advising component, we will be able to report # of interactions with students from special populations for FY25 and FY26 APR. <p>Strategy 4:</p> <ul style="list-style-type: none"> • Develop one new initiative with a committee comprised of CTE administration, CTE Faculty, and DEI with the purpose of improving persistence rates for special populations and underserved populations. • FY26 APR: report on the impact of that initiative. 					

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

- What specific student group(s) were identified as having significant disparities or performance gaps?

En masse, secondary and postsecondary students generally perform well, however digging deeper into the data, economically disadvantaged students, students of color and students with disabilities do not perform as well as their counterparts.

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

To address the performance gaps identified in the CLNA and work towards solutions through an equity lens, the consortium will undertake ongoing efforts. This includes conducting further research, analysis, and development with input from focus groups consisting of students, key stakeholders, advisory groups, and notable faculty and staff. Additionally, providing additional support in the form of mentors, counselors, and advisors, ideally from diverse backgrounds and populations, will benefit student performance. The consortium will also implement structured strategic priorities, planning, and execution to support student success.

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.

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern					

Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.

2. Strategies to address need:

Strategy 1: Consortium leadership staffing (coordination & support)

Budgeted Use of Funds:

- Secondary: \$164,647.08 (OBJ detail in budget)
- Postsecondary: \$61,994.00

Strategy 2: Consortium general expenses (postage, printing, communications, etc)

Budgeted Use of Funds:

- Secondary: \$1,200 (OBJ 320), \$25 (OBJ 329)
- Postsecondary: \$0

Strategy 3: Travel, lodgings, and fees for consortium representatives to participate in policy development sessions such as ACTE Policy MN Delegation in D.C. and MN CTE Policy Fellowship.

Budgeted Use of Funds:

- Secondary: \$1,200 (OBJ 320), \$25 (OBJ 329)
- Postsecondary: \$11,528.00

Strategy 3: Consortium Indirect

Budgeted Use of Funds:

- Secondary: \$12,439.97 (OBJ 895)
- Postsecondary: \$20,085.74

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

Strategy 1, 2, 3:

- Efficient Perkins fund utilization by consortium
- New CTE programs or pathways across the consortium

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

The Lakes Country Perkins Consortium consists of 26 secondary schools and three of four campuses of the Minnesota State Community & Technical College (M State). The Perkins Consortium leadership team consists of:

- Cindy Bailey, Grants Coordinator at M State
- Troy Haugen, Director of Career & College Readiness, LCSC
- Dustin Steenblock, Program Director of Additional Licensure, LCSC
- Dr. Zane Sheehan, Associate Director of Licensure, LCSC
- Megan Adamczyk, Director of Dual Enrollment and Student Academic Success

-
- Marsha Weber, Dean of the School of Business, IT and Extended Learning
 - Ken Kompelien, Dean of the School of Health Sciences and Human Services
 - Mark Bannatyne, Dean of the School of Applied Technology
 - Matt Borcharding, VP of Academic Affairs

The leadership team oversees the majority of the Perkins grant functions, including administration, operations, and programs. They meet regularly throughout the academic year to plan and fulfill grant requirements. The team is advised by advisory groups from secondary and postsecondary institutions, consisting of CTE professionals and business and industry partners. The primary leaders at each level, Haugen for secondary and Bailey for postsecondary, are responsible for regular communication within their programs. The consortia leadership maintains regular communication through various channels, including emails, meetings, and text messages.

Prioritizing students is crucial for the consortium's sustainability and future direction. The consortium is shifting its focus from being teacher-centered to being student- and labor-market focused. This focus must remain central as the consortium evaluates current and future programming and grant activities. Yearly data analysis, in addition to the bi-annual CLNA, will help the consortium maintain its commitment to continuous improvement rather than maintaining the status quo.

Consortium leadership included three primary operating documents (found on the additional uploads section) that serve as consortium guidelines for operation. These will continue to be refined and revised in FY26 and beyond as staffing has continued to shift a bit on both sides of the consortium.

- *Is This Eligible for Perkins Funding?* - an operating document for consortium teachers to help not only aligning fiscal requests, but also as a teaching tool to help differentiate CTE from Perkins.
- *Perkins Secondary Funds Distribution Process* - a simplified flow-chart of decision making related to funds being awarded for specific strategies

Narrative 11: Reserve Funds

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

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

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

3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to assess and fulfill equipment needs for both secondary and postsecondary programs, as recommended by advisory boards. This includes updating equipment to align with industry standards and best practices, ensuring that students receive relevant and high-quality training that also helps to develop critical-thinking skills.</p>					
<p>Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<p>Strategy 1: Work with industry employer partners, advisory groups, and CTE Faculty, staff, and administration via survey forms and steering committees to determine needs and priorities of equipment that is meeting industry requirements and creating opportunities through virtual reality scenarios to develop critical thinking skills. Equipment funded with Reserve funds will be focused on developing new programs of study as defined by regional labor market needs.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> Secondary: \$32,000 (OBJ 530) Postsecondary: \$20,000 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> By June 30, 2026, at least 85% of surveyed CTE faculty and employer advisory members will report that newly purchased equipment at both the secondary and postsecondary levels align with current industry standards and enhances student skill development in critical thinking and job readiness. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.</p>					
<p>Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					

Strategy 1: Continuation of Northern Minnesota Regional Consortium Coordinators convening and cross-consortia work. Five northern Minnesota Perkins Consortia continue to meet regularly to share and develop resources across all of Northern Minnesota.

Budgeted Use of Funds:

- Secondary: \$5,000 (OBJ 366) & \$3,917.34 (indirect – OBJ 895)
- Postsecondary: \$3,917.34 (Consortium indirect)

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

Strategy 1:

- Increase in cross-consortia resources
- Increase in confidence in secondary teachers and postsecondary faculty around CTE and Perkins through tracking CLNA survey data over time
- Increase in confidence in secondary administrators in CTE and Perkins through tracking CLNA survey data over time

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
There is a critical need to expand access to licensure professional development, including portfolio development, to enhance opportunities for students. Continuing support and advocacy around teacher licensure to assure multiple pathways for career and technical professionals, including clearer pathways for secondary teachers to teach at the postsecondary level.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>Strategy 1: Professional development leading towards licensure for consortium instructors, including tier 1 and tier 2 teachers seeking initial licensure. May include sub reimbursement, stipends for off contract work, etc.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$32,000 (OBJ 303) • Postsecondary: \$0 <p>Strategy 1: Continued professional development and advocacy around licensure and licensure pathways for secondary teachers to maintain multiple ways to the secondary classroom.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$15,429.39 (OBJ 366) • Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Increase in appropriately licensed staff in consortium • Increase in CTE programs and pathways for consortium students <p>Strategy 2:</p> <ul style="list-style-type: none"> • Increase in licensure pathways across the state • Statewide increase in licensed CTE teachers 					

NEED D:	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"/>

There is a need identified in labor market data provided by DEED and input from Industry Employer Partners via surveys, symposiums, and advisory group counsel sessions, to develop new CTE Programs of Study or enhance existing CTE Programs of Study in response to labor shortages within industries such as Nuclear Medicine, Elementary Education, Cybersecurity, and Agriculture at the postsecondary level. Development of new CTE programs of study or implementing enhancements to existing CTE programs of study would entail feasibility studies, evaluation, consultation, and assessment to determine curriculum, coursework, delivery (including online delivery), and the credentials needed for CTE students to enter the workforce.

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

5. Strategies to address need:

Strategy 1: Support new or revised CTE POS or coursework in development with needs as requested by CTE Faculty and approved by Perkins leadership and that meet Perkins eligibility guidelines and restrictions.

Budgeted Use of Funds:

- Secondary: \$0
- Postsecondary: \$34,429.39

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

Strategy 1:

- New CTE POS and coursework implemented in FY26.
- Enrollment numbers and demographics of new/revised CTE POS in FY26.

NEED E:	This Need is in Element(s):				
7. 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"/>
Responses from CTE faculty and staff indicate a lack of awareness in the communities served and to potential students of their respective CTE programs of study. This may in part be due to a lack of marketing tailored specifically to a CTE program of study and a missed opportunity to promote these opportunities in a way that is inclusive to special populations.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
8. Strategies to address need:					
Strategy 1: Work with Marketing and Communication team to create marketing campaigns and materials tailored to new and/or improved CTE POS and also include a focus on communicating to special populations.					
Budgeted Use of Funds:					
<ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$15,000 					
9. Measurable Outcomes (report results in next APR):					
Strategy 1:					
<ul style="list-style-type: none"> • Report marketing stats relevant to communication (i.e. clicks, if digital campaign). • Increase faculty satisfaction rates of CTE Marketing in annual survey. 					

NEED F:	This Need is in Element(s):
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10. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
In addition to academic preparation for students to transition from secondary to postsecondary education seamlessly as stated in E1-Need A and E1-Need B, strategic program outreach that involves hands-on career exploration, and the utilizing of career assessment tools and methodologies such as Focus2Career in K-12 and at the postsecondary level not only provides an opportunity to add diverse enrollment to CTE programs of study, especially, genders to non-traditional career programs, but it also creates opportunities to increase concurrent enrollment where available and match students to career paths that align with their individual strengths and interests. Over the long term this can positively impact student performance.					
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
11. Strategies to address need:					
<p>Strategy 1: Career Exploration Events and Activities - Building off the success of the LEAP into STEM event where over 100 high school juniors and seniors were in attendance, there will be two new events with a similar program and model in FY25 and FY26 with a different industry focus. Perkins funds would provide funding for faculty stipends, food (if approved), transportation for students, instructional tools and materials etc.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$5,000 <p>Strategy 2: Focus2Career - Launched as a pilot in FY24 and utilized by career counseling professionals, the plan is to renew our agreement in FY25 and expand its' use by the M State K-12 partnerships liaison and student success team. The agreement will be for the next 2 years and will provide data that will impact non-traditional program enrollment among other benefits for special populations.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$0 					
12. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Attendance numbers and names of visiting high schools • Report on results of student participation feedback and surveys. <p>Strategy 2:</p> <ul style="list-style-type: none"> • FY25-FY26 - Report participation results from Focus2Career career assessment module and how those may correlate to improvement in performance gaps for special populations and underserved groups in the FY25-FY26 APR. • FY26 – Implement at least 1 new Career Exploration Event and create student participation surveys. Report on survey results of those in attendance for FY25-FY26 APR. 					

4. Provide additional narrative to address the following:

5. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

The consortium will utilize Reserve funds for the purpose of increasing enrollment and earning Postsecondary credential for individuals pursuing non-traditional career paths. The consortium will also focus the utilizing of Reserve funds on serving individuals from special populations, particularly economically disadvantaged individuals and students of color in earning their Postsecondary credentials. There is an opportunity to improve performance in Health Sciences,

and with leveraged opportunities from federally funded initiatives such as PATH-MN, these funds can support new and innovative technology, strategic program outreach, hands-on career exploration and improvements to policy development and administration.

6. 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 focus its secondary funds on bolstering, expansion and development AFNR plant science, food products & processing, and supporting the development of M State's (and connection to several secondary transportation) CDL program. At the Postsecondary level, as stated before in the application, will be implementing a degree program in Elementary Education in the fall of 2024 and new programs are in development: Nuclear Medicine Technology, Data Science, and Professional Trucking – CDL program. Agribusiness is also named as it launched in the Fall of 2023 and is primed for enhancements in instruction and delivery, such as investing in a virtual reality platform that may provide multiple scenarios in a classroom environment.

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	Lakes Country Perkins Consortium
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Purpose of the CLNA Results and Priorities

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

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

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

Lakes Country Perkins Consortium initiated the process of completing the CLNA in November of 2023 by coordinating with other Consortia on common survey language, and then distributing these surveys to CTE teachers, school administrators, guidance counselors, industry partners, students, and parents within the Consortium. The surveys aimed to identify gaps in knowledge, CTE content, resources and related performance indicators. Additionally, information was gathered from various stakeholders to assess the local demand for career and technical education in Lakes Country. Initially, market data from DEED and RealTime Talent was reviewed to gain insights into current and future industry needs, including high-wage, high-demand sectors. The analysis of aggregated data from DEED, RealTime Talent, Minnesota State's Key Performance Indicators, and the surveys, Lakes Country Perkins Consortium will be guided for the next two-year grant cycle.

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
Cindy Bailey	Perkins Coordinator	Postsecondary
Sarah Behrens	Perkins Coordinator	Postsecondary Perkins
Carrie Hanson	Perkins Coordinator	Secondary/Postsecondary Perkins
Troy Haugen	Director of Career & College Readiness	Secondary Perkins
Elaine Hoffman	Perkins Coordinator	Secondary
Tom Leuthner	Perkins Coordinator	Secondary
Jill Murray	Perkins Coordinator	Postsecondary
Mike Kaluza	Perkins Coordinator	Secondary
Erin Warren	Assoc. Director of Dual Credit (M State)	Postsecondary
Sue Zurn	Career Services Director (M State)	Postsecondary
Multiple	CTE Academic Advisors (M State)	Postsecondary
Multiple	Office of Institutional Research (M State)	Postsecondary
Multiple	Postsecondary CTE Faculty	Postsecondary
Multiple	Secondary CTE Instructors	Secondary CTE instructors
Multiple	Administrators	Secondary/Postsecondary
Multiple	Guidance Counselors	Secondary/Postsecondary
Multiple	CTE Students	Secondary/Postsecondary
Multiple	Parents of CTE Students	Secondary
Multiple	Advisory Committee Members	Postsecondary
Dustin Berg	Program Director, West Central Regional Juvenile Center	Incarcerated youth
Multiple	Rural Minnesota Concentrated Employment Program (WIOA partner)	Out of workforce youth and adults
Multiple	Workforce Development Solutions (MState)	Customized training
Multiple	Postsecondary Administrators	Postsecondary
Dustin Steenblock	Prog Director of Additional CTE Licensure	Postsecondary/Secondary
Dr. Zane Sheehan	Assoc Director of Initial CTE Licensure	Secondary
Lisa Hanson	Perkins Coordinator	Postsecondary
Kaitlyn Tamaalii	Perkins Coordinator	Postsecondary
Kari Klettke	K-12 Partnerships Liaison (M State)	Postsecondary
Megan Adamczyk	Director of Dual Enrollment and Student Success (M State)	Postsecondary

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)

2 = Programs of Study (POS)

3 = Workforce Innovation Opportunity Act (WIOA)

4 = Integrated Academic & Technical Skills (Skills)

5 = Special Populations (Pops)

6 = Work-based Learning (WBL)

7 = Early Postsecondary Credit Opportunities (PS)

8 = Support to Professionals (Prof)

9 = Performance Gaps (Gaps)

10 = Consortium Governance (Gov)

11 = Reserve Funds (Res)

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: Targeted support for special populations					X				X		
Need B: Strengthening math and reading in CTE content				X							
Need C: Developing critical thinking skills									X		X
Need D: Strategic program outreach					X						X
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: High quality industry equipment		X						X			X
Need B/C: PD to address perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.		X					X	X		X	X
Need D: Enhancement of Program Advisory committees		X									
Need E: Postsecondary advising services									X		
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: PD addressing content knowledge and transition to postsecondary and careers		X						X			
Need B: High quality industry equipment		X						X			X
Need C: Expansion of work-based learning opportunities		X				X					
Need D: Meeting labor market needs of the region through program expansion		X									X
Need E: Enhanced partnerships across the consortium and with professional organizations			X					X			
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Expand access to licensure via portfolio and professional development								X			X
Need B: Enhanced professional development for teachers & faculty, including induction & mentorship, special populations, and on historically marginalized populations.								X			
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Continued partnership & expansion of work with WCRJC & regional ALCs					X						
Need B: Awareness of influence of faculty/staff on influence on CTE POS & special populations		X			X						X
Need C: Expansion of career exploration opportunities					X				X		X
Need D: Expansion of dual enrollment opportunities for secondary students.											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:

A clear need emerges for targeted support, particularly for three major secondary groups: (1) students with disabilities, (2) economically disadvantaged students, and (3) students of color, ranked in order of potential benefit. This ranking is informed by the trend of results from previous Carl Perkins Core Indicators. While the data does not indicate drastic disparities, it does reveal persistent gaps. A review of district-level data since the implementation of Perkins V indicates that certain districts consistently outperform others, highlighting the need for ongoing attention and support.

E1-Need B

Specific needs have been identified by secondary instructors, administrators, and CTE instructors, highlighting a priority to enhance skills in integrating reading, writing, and math standards into career and technical education courses. Survey results from the consortia, including input from parents, students, and industry representatives, strongly support this need, particularly regarding the relevance of course content to real-life applications both within and outside of CTE fields.

E1-Need C

Survey responses from postsecondary industry employer partners and advisory groups identified a common theme for a need of incorporating development of critical-thinking skills as part of a student's education and training. CTE Faculty expressed, via surveys and Perkins request forms, the need for virtual reality and simulation tools that can create a variety of learning scenarios for the development of critical-thinking skills. Additionally, support for professional development of CTE Faculty and Staff in the management and delivery of instruction of scenarios through virtual reality platforms, may create opportunities for skill-specific tutoring and additional preparation for professional exams toward gaining credentials in CTE programs of study such as practical nursing. Investment in innovative technology and delivery would serve to improve persistence and completion rates, as identified in M State Core Indicators reporting, for students of color and among special populations particularly (1) economically disadvantaged students (2) single parents, (3) ELL students, and (4) and individuals preparing for nontraditional fields.

E1-Need D

In addition to academic preparation for students to transition from secondary to postsecondary education seamlessly as stated in E1-Need A and E1-Need B, strategic program outreach that involves hands-on career exploration, and the utilizing of career assessment tools and methodologies such as Focus2Career in K-12 and at the postsecondary level not only provides an opportunity to add diverse enrollment to CTE programs of study, especially, genders to non-traditional career programs, but it also creates opportunities to increase concurrent enrollment where available and match students to career paths that align with their individual strengths and interests. Over the long term this can positively impact student performance.

E1-Need E

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:

A pressing need for modernized and high-quality industry equipment has been identified within our secondary and postsecondary programs. This gap was highlighted by feedback from CTE teachers, faculty, administrators, students, parents, and business and industry partners. While this need was also recognized in the previous CLNA, it seems that the consortia's strategies in the previous grant round have started to mitigate this trend. At the Postsecondary level, for example, a state-of-the-art simulation center that will serve healthcare career pathways is soon to begin construction on the Moorhead campus and there will be a need for innovative equipment that will enhance the quality of a CTE program of study.

E2-Need B

There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (65%) and students (62%), while secondary administrators (38%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels.

E2-Need C

There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.

E2-Need D

There is a need to enhance and strengthen program advisory committees at a foundational level. This involves ensuring that these committees are effectively structured, engaged, and utilized to provide valuable guidance and input for CTE programs. Strengthening these committees will help ensure that CTE programs remain relevant, responsive to industry needs, and aligned with best practices, ultimately benefiting students, educators, and industry partners alike.

E2-Need E

38% of students surveyed said that they use college counseling and/or advising services provided by M State; followed by food pantry (16%), followed by tutoring (15%), followed by career services (11%). With additional feedback on staffing needs from administration, M State proposes to utilize Perkins to develop a new position focused in providing additional support to CTE students in the areas of counseling, advising, tutoring, or career services to be hired in the Spring of 2025 so that M State can continue to meet the needs of all students.

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:

There is a need for professional development for both secondary instructors and postsecondary faculty, focusing not only on content-specific areas but also on facilitating the transition from secondary to postsecondary education and career.

E3-Need B

There is a need to assess and fulfill equipment needs for both secondary and postsecondary programs, as recommended by advisory boards. This includes updating equipment to align with industry standards and best practices, ensuring that students receive relevant and high-quality training that also helps to develop critical-thinking skills.

E3-Need C

There is a pressing need to expand work-based learning opportunities across schools within the secondary consortia. This includes establishing partnerships with local businesses and industries to provide students with valuable hands-on experience and exposure to real-world work environments.

E3-Need D

There is a need identified in labor market data provided by DEED and input from Industry Employer Partners via surveys, symposiums, and advisory group counsel sessions, to develop new CTE Programs of Study or enhance existing CTE Programs of Study in response to labor shortages within industries such as Nuclear Medicine, Elementary Education, Cybersecurity, and Agriculture at the postsecondary level. Development of new CTE programs of study or implementing enhancements to existing CTE programs of study would entail feasibility studies, evaluation, consultation, and assessment to determine curriculum, coursework, delivery (including online delivery), and the credentials needed for CTE students to enter the workforce.

E3-Need E

There is a need to establish new and continuing partnerships with industry employer partners, industry CTE professional associations, and local workforce groups like the RMCEP, for providing professional development opportunities (such as obtaining credentials for CTE instruction), training in culturally responsive pedagogy, strategies for promoting CTE program of study to diverse populations including out of work individuals, development of policy, and avenues for recruiting CTE faculty. Organization memberships with agencies such as Association for Career and Technical Education (ACTE) for example, have proven to be beneficial to several CTE programs of study for the consortium.

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:

There is a critical need to expand access to licensure professional development, including portfolio development, to enhance opportunities for students. Continuing support and advocacy around teacher licensure to assure multiple pathways for career and technical professionals, including clearer pathways for secondary teachers to teach at the postsecondary level.

E4-Need B

Providing high-quality, supportive professional development programs for our current career and technical education professionals continues to be a crucial need. As demonstrated by previous Perkins plans for the Lakes Country Consortium, requests for professional development funding are the result of input for industry employer partners, advisory boards, current CTE instructors and staff, as well as industry associations and accreditation organizations. Professional development in the form of mentoring, continuing education, symposiums and professional conferences are essential to retaining these professionals in our classrooms, ensuring they remain motivated, skilled, and equipped to provide the best possible education for our students. Ongoing professional development helps educators stay current with industry trends, teaching methodologies, advancements in technology, accreditation requirements, and student needs, ultimately benefiting the entire learning community.

E4-Need C

E4-Need D

E4-Need E

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:

Identified need is to broaden access to CTE programming for students enrolled in consortium ALCs and residents of the West Central Regional Juvenile Center. This involves collaborating with ALCs to enhance their CTE offerings and expanding the partnership with the juvenile center to provide additional CTE opportunities. These efforts aim to provide valuable skills and education to these populations, enhancing their prospects and contributing to their overall well-being.

E5-Need B

Responses from CTE faculty and staff indicate a lack of awareness in the communities served and to potential students of their respective CTE programs of study. This may in part be due to a lack of marketing tailored specifically to a CTE program of study and a missed opportunity to promote these opportunities in a way that is inclusive to special populations.

E5-Need C

In addition to academic preparation for students to transition from secondary to postsecondary education seamlessly, strategic program outreach that involves hands-on career exploration, and the utilizing of career assessment tools and methodologies such as Focus2Career in K-12 and at the postsecondary level not only provides an opportunity to add diverse enrollment to CTE programs of study, especially, genders to non-traditional career programs, but it also creates opportunities to increase concurrent enrollment where available and match students to career paths that align with their individual strengths and interests. Over the long term this can positively impact student performance.

E5-Need D

As CTE programs continue to be evaluated, revised, and developed in response to new accreditation requirement and input from DEED labor data as well communication of needs from industry employer partners, so too articulation agreements must be evaluated, revised, and developed. To garner more CTE Faculty participation in the process, incentives in the form of stipends have been suggested by the Office of Extended Learning at M State. The result would be to create more opportunities for concurrent enrollment, which would increase concurrent enrollment.

E5-Need E

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:	\$272,158.85	\$78,436.46	\$350,595.31
Postsecondary Allocation:	\$401,714.81	\$78,436.46	\$480,151.27
Total Consortium Allocation:	\$673,873.66	\$156,872.92	\$830,746.58

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>

Narrative Funding--Secondary

[illegible][illegible]

Lakes Country

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
			Food Products, Plant Systems	
				\$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
303 Federal Subawards and Subcontracts - Amount up to \$25,000	PD leading towards permanent CTE licensure		\$22,000.00	\$22,000.00
366 Travel, Conventions and Conferences	PD and advocacy around licensure pathways		\$15,514.64	\$15,514.64
366 Travel, Conventions and Conferences	Regional Consortium Coordinators		\$5,000.00	\$5,000.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$42,514.64	\$42,514.64
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
530 Other Equipment Purchased	Equipment		\$32,000.00	\$32,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$32,000.00	\$32,000.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,921.82
2024-2025 Proposed Budget		\$0.00	\$74,514.64	\$78,436.46

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.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X
Support integration of academic skills into CTE programs and programs of study.		X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		X
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.*

- (1) Consortium Coordination & Project leadership (.70 , .25 FTE, & .10 FTE) & Consortium Support (.15 FTE)
- (2) see budget tabs for specific dollar amounts for OBJ 110, 170, & supporting benefits (200's) --
- (3) Addressed in Narrative 10, specifically strategy 1 --
- (4) consortium coordination & support is a necessary component not only of administering the grant, but directing and facilitating the work plan for the secondary consortium partners. Additional staff is for project management on recruitment/retention & research"

*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) Each item/expenditure is specifically identified in the plan per narrative, which is then cross referenced to the budget --
- (2) Specific dollar amounts are identified for each strategy in the narrative, including the corresponding UFARS OBJ code --
- (3) Identified in the plan per expenditure and strategy, then cross referenced to the budget --
- (4) CLNA element number is identified with each priority in the plan

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.*

Presentation supplies for consortia leadership - \$400 (OBJ 401)

*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.*

- (1) Each item/expenditure is specifically identified in the plan per narrative, which is then cross referenced to the budget --
- (2) Specific dollar amounts are identified for each strategy in the narrative, including the corresponding UFARS OBJ code --
- (3) Identified in the plan per expenditure and strategy, then cross referenced to the budget --
- (4) CLNA element number is identified with each priority in the plan

Expenditures planned for FIN 428, OBJ 530 -- Career & Technical program equipment purchases. \$30,000 for equipment in POS. Plan narrative 2, Need A, CNLA elements 2&3 and Plan narrative 8, Need A, CNLA element 2.

- * \$5,000 for equipment upgrades in consortia construction programs including powermatic planer and other equipment to be determined by spring advisory meetings (FY25)
- * \$20,000 for equipment upgrades in consortium's AFNR/PSTS & manufacturing programs Miller wirefeed welders, ShopSabre plasma table, and other equipment to be determined by spring advisory meetings

- * \$2000 for MakerSpace STEM kids for early childhood / teaching & training program

- * \$13,000 for drone controllers and industry drones for AFNR & transportation programs, and potentially other equipment to be determined by spring advisory meetings.

Expenditures planned for FIN 475, OBJ 530 -- Career & Technical program equipment purchases. \$32,000 for equipment in POS. Plan narrative 11, Need A, CLNA elements 2&3.

- * \$12,000 for additional drone and drone controllers for appropriately licensed instructors across multiple curricular areas, including AFNR, transportation, and business

- * \$10,000 for new equipment for consortium's AFNR/meet cutting & processing program (WCA) equipment to be determined by spring advisory meetings

- * \$10,000 for new equipment for consortium's transportation programs to support secondary consortium schools in partnering with M State in the CDL programs with the purchase of CDL driving simulation equipment other equipment to be determined by spring advisory meetings

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.*

Indirect costs are used for the general operation and administration of the grant - costs such as for office space, general technology, business office support, human resources support, etc. While the indirect rate is set by the federal government, other programs operated by LCSC charge an 8% indirect cost rate to break even. This request is part of the overall ongoing strategy to cover indirect costs associated with coordination and support and general operational needs of the consortium. Consortium leadership will be responsible in managing and allocating these funds as necessary.

*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.*

- (1) Each item/expenditure is specifically identified in the plan per narrative, which is then cross referenced to the budget --
- (2) Specific dollar amounts are identified for each strategy in the narrative, including the corresponding UFARS OBJ code --
- (3) Identified in the plan per expenditure and strategy, then cross referenced to the budget --
- (4) CLNA element number is identified with each priority in the plan

Lakes Country

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
Postsecondary Personnel (Salary and Benefits)	Success Navigator 1 (Academic Advising/Counseling)					\$11,456.00				\$11,456.00		\$22,912.00
Postsecondary Personnel (Salary and Benefits)	Success Navigator 2 (Academic Advising/Counseling)					\$9,285.50				\$9,285.50		\$18,571.00
Postsecondary Personnel (Salary and Benefits)	Academic Advising/Counseling (CTEPOS)					\$18,225.00				\$18,225.00		\$36,450.00
Postsecondary Personnel (Salary and Benefits)	Academic Advising/Counseling (CTEPOS)					\$18,247.00				\$18,247.00		\$36,494.00
Postsecondary Personnel (Salary and Benefits)	Grant Coordinator										\$61,994.00	\$61,994.00
Postsecondary Personnel (Salary and Benefits)	Career Placement									\$55,738.00		\$55,738.00
Postsecondary Personnel (Salary and Benefits)	Academic Advising (Health Care Careers)					\$17,286.00						\$17,286.00
Postsecondary Personnel (Salary and Benefits)										\$0.00		\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$74,499.50	\$0.00	\$0.00	\$0.00	\$112,951.50	\$61,994.00	\$249,445.00
POS Equipment	Equipment for POS - postsecondary		\$92,000.00									\$92,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$92,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$92,000.00
Professional Development												\$0.00
Professional Development	2 Perkins Consortia Leaders Summits (Spring/Fall)										\$750.00	\$750.00
Professional Development	MN CTE Policy Fellowship										\$8,278.07	\$8,278.07
Professional Development	ACTE Policy MN Delegation										\$2,500.00	\$2,500.00
Professional Development	CTE Faculty Professional Development and Training								\$27,656.00			\$27,656.00
Postsecondary Non-Personnel	Partnerships with Workforce Groups			\$1,000.00								\$1,000.00
Postsecondary Non-Personnel	Partnership with Professional Associations								\$0.00			\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$27,656.00	\$0.00	\$11,528.07	\$40,184.07
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$20,085.74	\$20,085.74
2024-2025 Proposed Budget		\$0.00	\$92,000.00	\$1,000.00	\$0.00	\$74,499.50	\$0.00	\$0.00	\$27,656.00	\$112,951.50	\$93,607.81	\$401,714.81

Place an "X" in the cells to the right to identify which use(s) of funds

from Section 135 of Perkins V are supported under each narrative:

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Sciences, Plant Sciences,	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Postsecondary Equipment	Innovative Equipment		\$20,000.00	\$20,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$20,000.00	\$20,000.00
Postsecondary Non-Personnel	New Program Design - Automotive Technology		\$34,514.64	\$34,514.64
Postsecondary Non-Personnel	Career Exploration Events and Activities	\$5,000.00		\$5,000.00
Postsecondary Non-Personnel	NEW POS Marketing Communications		\$15,000.00	\$15,000.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$5,000.00	\$49,514.64	\$54,514.64
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,921.82
2024-2025 Proposed Budget		\$5,000.00	\$69,514.64	\$78,436.46

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

POSTSECONDARY Narrative for Perkins V Application

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

Academic Advising/Counseling (Salary and Fringe) - \$74,499.50- Narrative 5: Special Populations - CLNA Element 1: Need A: Targeted support for special populations.

Academic Advising/Counseling and Career Placement (Salary and Fringe) Adding 2 Success Navigator positions - \$112,951.50 - Narrative 9: Performance Gaps - CLNA Element 1: Need A: Targeted support for special populations. CLNA Element 2: Need E: Postsecondary advising services

Grant Coordinator (Salary and Fringe) - \$61,994 - Narrative 10: Governance - CLNA Element 2: Needs B/C: Address perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

$\$74,499.50 + \$112,951.50 + \$61,994 = \$249,445$

*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.*

Equipment - \$92,000 - Narrative 2: Programs of Study - CLNA Element 2: Need A: High quality industry equipment

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.*

Partnerships with Workforce Groups: RMCEP is a listed workforce partner as part of a healthcare careers focus program at M State (Pathways to Accessing Training in Healthcare in MN or PATH-MN) funded by a grant from the Department of Labor. The plan is to leverage the work of PATH-MN to establish a partnership that will include a sharing of resources including facility space and rental to engage with special populations and referring them to health care career programs at M State. - \$1,000 - Narrative 3: Partnerships, WIOA, etc. - CLNA Element 3: Need E: Enhanced partnerships across the consortium and with professional organizations.

Attend 2 Perkins Consortia Leaders Summits for Postsecondary leader to attend in person (travel, lodgings) - \$750 - Narrative 10: Governance - CLNA Element 2: Need B/C: Professional Development to address perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

Professional development opportunities for CTE faculty to include attending regional and national conferences, symposiums, coursework towards credentials that impact CTE POS instruction and programs. \$27,656- Narrative 8: Support for Professionals - CLNA Element 4: Need B: Enhanced professional development for teachers & faculty, including induction & mentorship, special populations, and on historically marginalized populations.

MN CTE Policy Fellowship - \$8,278.07- Narrative 10: Governance - CLNA Element 2 Need B/C: Address Perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

National ACTE Policy (MN Delegation) - \$2,500 - Narrative 10: Governance - CLNA Element 2: Need B/C: PD to address Perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

$\$1,000 + \$750 + \$27,656 + \$8,278.07 + \$2,500 = \$40,184.07$

*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.*

Postsecondary Basic: \$20,085.74 Postsecondary Reserve: \$3,921.82

Postsecondary institution will utilize these funds for the purposes of managing the grant and activity indirect costs.

*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.*

Innovative Equipment - \$20,000 - CLNA Element 1: Need C: Developing Critical Thinking Skills and CLNA Elements 2 and 3/Need: High quality industry Equipment

New Program Design - Automotive Technology for example is going through a redesign of their A.A.S. program which includes the creation and implementation of 3 courses in Electric and Hybrid vehicle repair, maintenance, and safety. This may require additional support in the form of technology, instructional materials, consultants, and evaluations and this will be determined by CTE Deans and approved by the VP of Academic Affairs - \$34,514.64- Priority CTE POS - CLNA Element 3: Need D: Meeting labor market needs of the region through program expansion.

Career Exploration Events and Activities - Building off the success of the LEAP into STEM event where over 100 high school juniors and seniors were in attendance, there will be two new events with a similar program and model in FY25 and FY26 with a different industry focus. Perkins funds would provide funding for faculty stipends, food (if pre-approved), transportation for students); - \$5,000 - Priority Performance Gaps - CLNA Element 1: Need D: Strategic program outreach and CLNA Element 5: Need C: Expansion of career exploration opportunities. **Many times, students are bussed in from rural areas to attend career exploration activities and events held on campus. Furthermore, these events are multi-hour and occur during lunch hours. The rationale is that these events further the goals of Perkins and food (pizza) is a necessary expense to host a successful event.

NEW POS Marketing Communications - Marketing and CTE program awareness campaign materials and services for NEW or revised POS or marketing targeted towards special populations - \$15,000 - Priority CTE POS - CLNA Element 5: Need B: Awareness of CTE POS among special populations.

Consortium Plan: Budget Summary 2022-2023

<div>Lakes Country</div> <div>July 1, 2025 - June 30, 2026 (FY26)</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	\$53,778.83		\$53,778.83
	Postsecondary		\$92,000.00	\$92,000.00
	Total	\$53,778.83	\$92,000.00	\$145,778.83
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$1,000.00	\$1,000.00
	Total	\$0.00	\$1,000.00	\$1,000.00
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	\$2,000.00		\$2,000.00
	Postsecondary		\$74,499.50	\$74,499.50
	Total	\$2,000.00	\$74,499.50	\$76,499.50
Narrative 6: Work - Based Learning	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$1,000.00	\$0.00	\$1,000.00
Narrative 7: Early College	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$2,000.00	\$0.00	\$2,000.00
Narrative 8: Support for Professionals	Secondary	\$33,500.00		\$33,500.00
	Postsecondary		\$27,656.00	\$27,656.00
	Total	\$33,500.00	\$27,656.00	\$61,156.00
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$112,951.50	\$112,951.50
	Total	\$0.00	\$112,951.50	\$112,951.50
Narrative 10: Governance	Secondary	\$179,880.02		\$179,880.02
	Postsecondary		\$93,607.81	\$93,607.81
	Total	\$179,880.02	\$93,607.81	\$273,487.83
Narrative 11: Reserve Funds	Secondary	\$78,436.46		\$78,436.46
	Postsecondary		\$78,436.46	\$78,436.46
	Total	\$78,436.46	\$78,436.46	\$156,872.92
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$17,529.76		\$17,529.76
	Postsecondary		\$24,007.56	\$24,007.56
	Total	\$17,529.76	\$24,007.56	\$41,537.32
PLAN TOTALS	Secondary	\$350,595.31		\$350,595.31
	Postsecondary		\$480,151.27	\$480,151.27
	Total	\$350,595.31	\$480,151.27	\$830,746.58

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$272,158.85	\$78,436.46	\$350,595.31
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$401,714.81	\$78,436.46	\$480,151.27
Budget Over /Short	\$0.00	\$0.00	\$0.00

Completing the Program of Study Spreadsheet

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

Lakes Country

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)
Lakes Country Consortium

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

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

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

| x |
[Insert "X" in the box to confirm]

Troy Haugen

[Secondary Consortium Leader]

Cindy Bailey

[Postsecondary Consortium Leader]

Lakes Country	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

Lakes Country	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	
Lakes Country				
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)				

Lakes Country	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)		

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

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

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

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

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

Lakes Country	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4
Career Field	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Human_Services
Career Cluster	Finance	Finance	Architecture_and_Construction	Architecture_and_Construction	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Education_and_Training
Career Pathway	Accounting	Accounting	Construction	Construction	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Teaching_Training
High Schools & Approved CTE Programs (Table C)	(140710) Barnesville, Battle Lake, Breckenridge, Campbell-Tintah, Clinton-Graceville-Beardsley, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Hancock, Hawley, Lake Park-Audubon, Moorhead, Morris, New York Mills, Pelican Rapids, Perham-Dent, Rothsay, Ulen-Hitterdal, Underwood, Wheaton		(171000) Clinton-Graceville-Beardsley, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hawley, Moorhead, New York Mills, Underwood, Wheaton		(170302) Fergus Falls, Frazee-Vergas, Moorhead (171710) Underwood, Wheaton		(090101) Barnesville, Clinton-Graceville, Glyndon-Felton, Fergus Falls, Frazee-Moorhead, Morris Area, New York Mills
Postsecondary Partner Institutions	Minnesota_State_Community_Technical_College_001	Please Select...	Minnesota_State_Community_Technical_College_011	Please Select...	Minnesota_State_Community_Technical_College_021	Please Select...	Minnesota_State_Community_Technical_College_071
Postsecondary CTE Program #1	Accounting	Please Select...	Construction Management	Please Select...	Automotive Service Technology	Please Select...	Autism Spectrum Disorder
Postsecondary CTE Program #2	Accounting Transfer Pathway	Please Select...	Electrical Line Worker Technology	Please Select...	Diesel Equipment Technology	Please Select...	Early Childhood Education Transfer Pathway
Postsecondary CTE Program #3	Payroll Specialist	Please Select...	Electrical Technology	Please Select...	PowerSports Technology	Please Select...	
Dual Enrollment Opportunities							
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes
Certification and Industry Recognized Credential			OSHA 10		ASE		CC
Recognized Postsecondary Credentials:							
Academic Award	Accounting AAS, Accounting Diploma, Accounting Clerk Diploma		Construction Management AAS		AAS, Diploma		Early Childhood & Paraprofessional Education AS
Work-based Learning	Internship		Internship, Youth Apprenticeship				Practicum
Licensure, Certifications, and/or Industry Recognized Credentials	Payroll Specialist				ASE		Child Care Provider License

Lakes Country	State-Recognized POS 4	State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7	
Career Field	Human_Services	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Health_Science_Technology	Health_Science_Technology
Career Cluster	Education_and_Training	Information_Technology	Information_Technology	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Health_Science	Health_Science
Career Pathway	Teaching_Training	Web_and_Digital_Communications	Web_and_Digital_Communications	Power_Structural_and_Technical_Systems	Power_Structural_and_Technical_Systems	Therapeutic_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	le-Beardsley, Detroit Lakes, Dilworth-Vergas, Hawley, Herman-Norcross, rk Mills, Perham-Dent, Wheaton	(140710) Battle Lake, Breckenridge, Detroit Lakes, Fergus Falls, Moorhead, Morris, New York Mills, Perham-Dent (171512) Fergus Falls		(019901) Ashby, Barnesville, Battle Lake, Breckenridge, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Lake Park Audubon, Moorhead, Morris, New York Mills, Pelican Rapids, Perham, Rothsay, Ulen-Hitterdal, West Central Area, Wheaton (170302) Fergus Falls, Frazee-Vergas, Moorhead (171710) Underwood, Wheaton		(070300) Moorhead, Pelican Rapids, West Central	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_071	Minnesota_State_Community_Technical_College_079	Please Select...	Northland_Community_Technical_College_054	Please Select...	Minnesota_State_Community_Technical_College_073	Minnesota_State_Community_Technical_College_073
Postsecondary CTE Program #1	Early Childhood and Paraprofessional Education	Web Design	Please Select...	Advanced Agriculture Diesel Equipment Technician	Please Select...	Nursing	Dental Assisting
Postsecondary CTE Program #2	Please Select...		Please Select...	Agriculture Diesel Equipment Technician	Please Select...	Practical Nursing	Dental Hygiene
Postsecondary CTE Program #3	Please Select...		Please Select...	Precision Agriculture Equipment Technician	Please Select...		Dialysis Technician
Dual Enrollment Opportunities							
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	on-Felton, Fergus Falls, Frazee-Vergas, Moorhead, Perham-Dent	(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent	
	ee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Ulen-Hitterdal, Underwood, West Wheaton	(009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton		(009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton		(009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton	
	etroit Lakes	(009095) Detroit Lakes		(009095) Detroit Lakes (019090) Hawley, Pelican Rapids, Rothsay		(009095) Detroit Lakes	
Certification and Industry Recognized Credential	IA					EMT-Basic, EMR-Basic	
Recognized Postsecondary Credentials:							
Academic Award		AAS, AS		AAS, Diploma		AS, AAS	
Work-based Learning		Internship		Internship		Clinical Practicum	
Licensure, Certifications, and/or Industry Recognized Credentials		Web Design Certificate		ASE, MSSC		CNA	

Lakes Country	State-Recognized POS 8		State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Architecture_and_Construction	Architecture_and_Construction	Health_Science	Health_Science	Manufacturing
Career Pathway	Design_PreConstruction	Design_PreConstruction	Maintenance_Operations	Maintenance_Operations	Diagnostic_Services	Diagnostic_Services	Manufacturing_Production_Process_Development
High Schools & Approved CTE Programs (Table C)	(171000) Clinton-Graceville-Beardsley, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hawley, Moorhead, New York Mills, Underwood, Wheaton		(171000) Clinton-Graceville-Beardsley, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hawley, Moorhead, New York Mills, Underwood, Wheaton		(070300) Moorhead, Pelican Rapids, West Central		(171710) Fergus Falls, Moorhead, Pelican Rapids, West Central
Postsecondary Partner Institutions	Minnesota_State_Community_Technical_College_015	Please Select...	Minnesota_State_Community_Technical_College_040	Please Select...	Minnesota_State_Community_Technical_College_016	Minnesota_State_Community_Technical_College_016	Minnesota_State_Community_Technical_College_041
Postsecondary CTE Program #1	Architectural Drafting	Please Select...	Advanced HVAC R	Please Select...	Cardiovascular Technology - Invasive	Medical Laboratory Technology	Design and Engineering Technology
Postsecondary CTE Program #2	Architectural Drafting and Design	Please Select...	Heating Ventilation Air Conditioning Refrigeration	Please Select...	Electroneurodiagnostic Technology	Phlebotomy Technician	Project Design Technician
Postsecondary CTE Program #3	Civil Engineering Technology	Please Select...	Refrigeration and Air Conditioning	Please Select...	Limited Scope Radiography	Radiologic Technology	
Dual Enrollment Opportunities							
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancocok, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancocok, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancocok, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes		(000750) Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Lake Park-Audubon, Moorhead, Perham-Dent (009090) Detroit Lakes, Fergus Falls, Frazee-Vergas, Hancocok, Hawley, Herman-Norcross, Lake Park-Audubon, Lakes Country Service Cooperative, Moorhead, Morris Area, New York Mills, Perham-Dent, Ulen-Hitterdal, Underwood, West Central, Wheaton (009095) Detroit Lakes
Certification and Industry Recognized Credential	OSHA-10				EMT-Basic, EMR-Basic		
Recognized Postsecondary Credentials:							
Academic Award	Construction Management AAS		Construction Management AAS		AS, AAS		AAS, Diploma
Work-based Learning	Internship, Youth Apprenticeship		Internship, Youth Apprenticeship		Clinical Practicum		Internship
Licensure, Certifications, and/or Industry Recognized Credentials							

Lakes Country	ized POS 11	State-Recognized POS 12		State-Recognized POS 13		State-Recognized POS 14	
Career Field	Engineering_Manufacturing_Technology						
Career Cluster	Manufacturing						
Career Pathway	Manufacturing_Production_Process_Development						
High Schools & Approved CTE Programs (Table C)	erham-Dent, Underwood, Wheaton						
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...
Dual Enrollment Opportunities							
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	on-Felton, Fergus Falls, Frazee-Vergas, Moorhead, Perham-Dent						
	ree-Vergas, Hancocok, Hawley, Herman-ountry Service Cooperative, Moorhead, ient, Ulen-Hitterdal, Underwood, West Wheaton						
	etroit Lakes						
Certification and Industry Recognized Credential							
Recognized Postsecondary Credentials:							
Academic Award							
Work-based Learning							
Licensure, Certifications, and/or Industry Recognized Credentials							

Lakes Country	State-Recognized POS 15	
Career Field		
Career Cluster		
Career Pathway		
High Schools & Approved CTE Programs (Table C)		
Postsecondary Partner Institutions		Please Select...
Postsecondary CTE Program #1		Please Select...
Postsecondary CTE Program #2		Please Select...
Postsecondary CTE Program #3		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		

Lakes Country	POS 1		POS 2	
Career Field	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Transportation_Distribution_and_Logisti cs	Transportation_Distribution_and_Logisti cs
Career Pathway	Construction	Construction	Facility_and_Mobile_Equipment_Maint enance	Facility_and_Mobile_Equipment_Maint enance
High Schools & Approved CTE Programs (Table C)	(171000) Clinton-Graceville-Beardsley, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hawley, Moorhead, New York Mills, Underwood, Wheaton		(170302) Fergus Falls, Frazee-Vergas, Moorhead (171710) Underwood, Wheaton	
Postsecondary Partner Institutions	Minnesota_State_Community_Technica l_College_011	Please Select...	Minnesota_State_Community_Technica l_College_021	Please Select...
Postsecondary CTE Program #1	Construction Management	Please Select...	Automotive Service Technology	Please Select...
Postsecondary CTE Program #2	Electrical Line Worker Technology	Please Select...	Diesel Equipment Technology	Please Select...
Postsecondary CTE Program #3	Electrical Technology	Please Select...	PowerSports Technology	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE- Related Courses (optional)				

Lakes Country	POS 3		POS 4	
Career Field	Human_Services	Human_Services	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Education_and_Training	Education_and_Training	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Teaching_Training	Teaching_Training	Power_Structural_and_Technical_Systems	Power_Structural_and_Technical_Systems
High Schools & Approved CTE Programs (Table C)	(090101) Barnesville, Clinton-Graceville-Beardsley, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hawley, Herman-Norcross, Moorhead, Morris Area, New York Mills, Perham-Dent, Wheaton		(019901) Ashby, Barnesville, Battle Lake, Breckenridge, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Lake Park Audubon, Moorhead, Morris, New York Mills, Pelican Rapids, Perham, Rothsay, Ulen-Hitterdal, West Central Area, Wheaton (170302) Fergus Falls, Frazee-Vergas, Moorhead	
Postsecondary Partner Institutions	Minnesota_State_Community_Technical_College_071	Alexandria_Technical_Community_College_071	Northland_Community_Technical_College_054	Please Select...
Postsecondary CTE Program #1	Autism Spectrum Disorder	Early Childhood and Paraprofessional Education	Advanced Agriculture Diesel Equipment Technician	Please Select...
Postsecondary CTE Program #2	Early Childhood Education Transfer Pathway	Please Select...	Agriculture Diesel Equipment Technician	Please Select...
Postsecondary CTE Program #3		Please Select...	Precision Agriculture Equipment Technician	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 1	
Interdisciplinary CTE-Related Courses (optional)				

Lakes Country	POS 5		POS 6	
Career Field	Health_Science_Technology	Health_Science_Technology	Health_Science_Technology	Health_Science_Technology
Career Cluster	Health_Science	Health_Science	Health_Science	Health_Science
Career Pathway	Diagnostic_Services	Diagnostic_Services	Therapeutic_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	(070300) Moorhead , Pelican Rapids, West Central		(070300) Moorhead , Pelican Rapids, West Central	
Postsecondary Partner Institutions	Minnesota_State_Community_Technical_College_016	Minnesota_State_Community_Technical_College_016	Minnesota_State_Community_Technical_College_073	Minnesota_State_Community_Technical_College_073
Postsecondary CTE Program #1	Cardiovascular Technology - Invasive	Medical Laboratory Technology	Nursing	Dental Assisting
Postsecondary CTE Program #2	Electroneurodiagnostic Technology	Phlebotomy Technician	Practical Nursing	Dental Hygiene
Postsecondary CTE Program #3	Limited Scope Radiography	Radiologic Technology		Dialysis Technician
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

Lakes Country	POS 7		POS 8	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Manufacturing	Manufacturing	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Food_Products_and_Processing_Systems	Food_Products_and_Processing_Systems
High Schools & Approved CTE Programs (Table C)	(171710) Fergus Falls, Moorhead, Perham-Dent, Underwood, Wheaton		(019901) West Central Area, Ashby (019901)	
Postsecondary Partner Institutions	Minnesota_State_Community_Technical_College_041	Please Select...	Riverland_Community_College_023	Please Select...
Postsecondary CTE Program #1	Design and Engineering Technology	Please Select...	Food Science	Please Select...
Postsecondary CTE Program #2	Project Design Technician	Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 2		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Lakes Country	POS 9		POS 10	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources		
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources		
Career Pathway	Plant_Systems	Plant_Systems		
High Schools & Approved CTE Programs (Table C)	(019901) Ashby, Barnesville, Battle Lake, Breckenridge, Detroit Lakes, Dilworth-Glyndon-Felton, Fergus Falls, Frazee-Vergas, Hancock, Hawley, Moorhead, Morris, New York Mills, Pelican Rapids, Perham, Rothsay, Ulen-Hitterdal, West Central Area			
Postsecondary Partner Institutions	Central_Lakes_College_053	Please Select...		Please Select...
Postsecondary CTE Program #1	Agricultural Science	Please Select...		Please Select...
Postsecondary CTE Program #2	Agricultural Crop Production and Management	Please Select...		Please Select...
Postsecondary CTE Program #3	Sustainable Landscaping	Please Select...		Please Select...
State-Recognized	No			
Funding Priority	Reserve		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

[illegible]

DISTRICT	APPROVAL DATE	TEACHER	LOCATION	DESCRIPTION	MFG SERIAL NUMBER	LCSC ASSET TAG NUMBER	MDE CONTROL NUMBER	PERKINS INVESTMENT	%PERKINS FUNDING	CTE PROGRAM
0150 - HAWLEY	9/5/2019	SPERR, TROY	TECH ED ROOM	EPILOG HELIX 40 W LASER ENGRAVER, AIR FILTER, FILTER & ROTARY	8040-19240002418R	2016964	20-10-100	\$ 3,500.00	35	170000
2888 - LAKE PARK AUDUBON	9/24/2019	WIXO, COLE	CONSTRUCTION ROOM	JET JWDS-2550 DRUM SANDER	18070111	2016965	20-10-101	\$ 1,900.00	100	170000
2889 - LAKE PARK AUDUBON	9/24/2019	WIXO, COLE	CONSTRUCTION ROOM	JET VARIABLE SPEED WOOD LATHE	19070351	2016966	20-10-101	\$ 2,340.00	100	170000
2889 - LAKE PARK AUDUBON	9/24/2019	WIXO, COLE	CONSTRUCTION ROOM	JET JIP-12 PLANNER/JOINER	18120117	2016970	20-10-101	\$ 2,520.00	100	170000
2889 - LAKE PARK AUDUBON	9/24/2019	WIXO, COLE	CONSTRUCTION ROOM	POWERMATIC 209 PLANER	19062095490	2016971	20-10-101	\$ 2,700.00	100	170000
0022 - DETROIT LAKES	2/3/2020	MENZE, ORLEND	AG SHOP	VLS 3.6 VERSA LASER, BUTTING TABLE, ETC.	VLS360XXX100311106482	2016963	20-10-102	\$ 8,500.00	100	099101
0023 - FRAZEE-VERGAS	2/13/2020	TANGEN, BRIAN	BUSINESS ED ROOM	HP DESIGNJET LARGE FORMAT PRINTER	CN9787K00J	2016973	20-10-103	\$ 3,945.00	100	140710
0544 - FERGUS FALLS	3/23/2020	WUTZKE, DENNIS	AG SHOP	POWERMIG 360 / PYTHON PUSH/PULL GUN	U1191001575	2016968	20-10-104	\$ 6,500.00	100	099101
0152 - MOORHEAD	5/12/2020	RUD, CHANTZ	AUTO SHOP	VERUS EDGE 20.2, miscd equipment	515DDJ209518	2016889	20-10-105	\$ 7,662.00	100	170302
0152 - MOORHEAD	9/29/2020	RUD, CHANTZ	AUTO SHOP	ETHOS EDGE 20.2	419EEA607135	2016972	20-10-100	\$ 2,038.00	100	170302
0152 - MOORHEAD	9/29/2020	RUD, CHANTZ	AUTO SHOP	ETHOS EDGE 20.2	116DMD508935	2016894	20-10-100	\$ 2,038.00	100	170302
0152 - MOORHEAD	3/16/2021	REISDORF, HANNAH	MHS SHOP	MAKERBOT METHOD	MM00100002713	pending	21-10-101	\$ 4,000.00	100	171000
0152 - MOORHEAD	3/16/2021	REISDORF, HANNAH	MHS SHOP	MAKERBOT REPLICATOR	RSAA041479	pending	21-10-101	\$ 2,000.00	100	171000
0152 - MOORHEAD	3/16/2021	REISDORF, HANNAH	MHS SHOP	LENS ASSEMBLY	C004075	pending	21-101-102	\$ 7,417.00	100	171000
0553 - NEW YORK MILLS	3/23/2021	SCHORNACK, BRIAN	NYM AG SHOP	HYPERTHERM POWERMAX 65 PLASMA CUTTER	65-076911	pending	21-10-103	\$ 5,579.56	100	099101
0544 - FERGUS FALLS	5/7/2021	HEIKES, JOEL	FERGUS AUTO SHOP	SNAP ON TIRE PRESSURE MONITORING TOOL	B442001-006274	2017130	21-10-105	\$ 1,075.96	100	170302
0544 - FERGUS FALLS	5/7/2021	HEIKES, JOEL	FERGUS AUTO SHOP	SNAP ON INDUCER	5849200534	2017131	21-10-105	\$ 464.30	100	170302
0544 - FERGUS FALLS	5/7/2021	HEIKES, JOEL	FERGUS AUTO SHOP	AUTEL MAXI TIRE PRESSURE MONITORING SYSTEM	VY6GM4V03025	2017132	21-10-105	\$ 511.32	100	170302
0544 - FERGUS FALLS	5/7/2021	HEIKES, JOEL	FERGUS AUTO SHOP	TS508 KIT W SENSOR	T855M4104434	2017133	21-10-105	\$ 365.00	100	170302
0544 - FERGUS FALLS	5/7/2021	HEIKES, JOEL	FERGUS AUTO SHOP	AUTEL SCAN ADAPTER	V78GLBV01210	2017134	21-10-105	\$ 2,385.21	100	170302
0544 - FERGUS FALLS	5/7/2021	HEIKES, JOEL	FERGUS AUTO SHOP	AUTEL PRO MS ULTRA MV500 P	V1DGLCV01216	2017135	21-10-105	\$ 5,236.87	100	170302
2889 - LAKE PARK AUDUBON	12/8/2021	SCHMIDT, JOHN	LPA HIGH SCHOOL	JET BENCH TOP BELT/DISC SANDER	211035160	2017136	22-9-100	\$ 1,248.20	100	171000
0542 - BATTLE LAKE	1/5/2022	KLAERS, BILL	BATTLE LAKE HIGH SCHOOL	SHOPSABRE SIDEKICK 8 PLASMA SYSTEM	19222	2017137	22-9-101	\$ 18,090.00	100	019901
0544 - FERGUS FALLS	1/20/2022	WUTZKE, DENNIS	KENNEDY SECONDARY	HYDRAULIC PLATE ROLLER	46707	2017138	22-9-102	\$ 22,644.00	100	019901
0152 - MOORHEAD	3/21/2022	SCHNEIDER, JEFF	CAREER ACADEMY	SHARP 1140V LATHE & ACCESSORIES	22020	2017139	22-9-103	\$ 22,272.90	100	171710
0152 - MOORHEAD	3/30/2022	SCHNEIDER, JEFF	CAREER ACADEMY	SHARP LMV-50 VERTICAL MILL	00935211	2017140	22-9-104	\$ 18,050.25	100	171710
0152 - MOORHEAD	4/5/2022	CLANCY, JOHN	CAREER ACADEMY	FLIGHT SIMULATOR YOKE & PEDALS	various	2017141	22-9-105	\$ 10,900.40	100	170400
2342 - WEST CENTRAL AREA	5/9/2022	SAWATZKE, ERIC	WCA HIGH SCHOOL	GREENHOUSE CHAMBER	1045462	2017142	22-9-106	\$ 4,180.00	100	019901
					MX2213081187					
					MX2213081175					
					MX2137074275					
0850 - ROTH SAY	5/9/2022	OLSON, RITA	ROTH SAY HIGH SCHOOL	CUTMASTER 58 PLASMA TORCH QTY 4	MX2213081174	2017143	22-9-107	\$ 7,341.12	100	019901
0544 - FERGUS FALLS	11/22/2022	WUTZKE, DENNIS	KENNEDY SECONDARY	SHARP 1640 L LATHE	1105255	2017144	23-6-100	\$ 16,600.00	100	019901
0768 - HANCOCK	2/21/2023	ANDERSON, WES	AFNR ROOM	POWER WAVE 300 PULSE WELDER	U1230308413	2017145	23-6-101	\$ 12,250.00	100	019901
0261 - ASHBY	10/3/2023	OESTREICH, BONITA	ASHBY AFNR ROOM	7 TRAY COMMERCIA FREEZE DRYER	P-LTZ 2311-111139 BKC	2017168	24-6-101	\$ 5,124.66	100	019901
0544 - FERGUS FALLS	3/1/2024	WUTZKE, DENNIS	KENNEDY SECONDARY	LINCOLN TIG 210 WELDER	M3240200144	2017169	24-6-102	\$ 2,155.78	100	019901
0549 - PERHAM DENT	4/12/2024	SKOW, JON	PERHAM HIGH SCHOOL	PRINTER	R201-2205651	2017170	24-6-103	\$ 1,484.00	100	171710
				BAMBU LAB X-1 CARBON COMBO 3D						
550 - PERHAM DENT	4/13/2024	SKOW, JON	PERHAM HIGH SCHOOL	PRINTER	R201-2205652	2017171	24-6-103	\$ 1,484.00	100	171710
0152 - MOORHEAD	4/22/2024	SCHNEIDER, JEFF	MHSCA MGF ROOM	FOUNDRY	1002004	2017172	24-6-104	\$ 2,960.00	100	171710
2342 - WEST CENTRAL AREA	4/22/2024	SAWATZKE, ERIC	WCA HIGH SCHOOL	MEAT MIXER	320525-202311	2017173	24-6-105	\$ 2,000.00	100	019901
2343 - WEST CENTRAL AREA	4/23/2024	SAWATZKE, ERIC	WCA HIGH SCHOOL	SAUSAGE STUFFER	2400237	2017174	24-6-1-5	\$ 8,000.00	100	019901
2344 - WEST CENTRAL AREA	4/24/2024	SAWATZKE, ERIC	WCA HIGH SCHOOL	VACUUM PACKER	VP321-2013749	2017175	24-6-105	\$ 2,600.00	100	019901
2164 - DILWORTH GLYNDON FEL	8/28/2024	KITTELSON, SCOTT	DGF HIGH SCHOOL	BISC DOV JOIN DF 500	41070512	2017391	25-6-101	\$ 1,190.00	100	171000
2164 - DILWORTH GLYNDON FEL	8/28/2024	KITTELSON, SCOTT	DGF HIGH SCHOOL	POWERMATIC DRILL PRESS	23119184	2017392	25-6-101	\$ 1,999.99	100	171000
2164 - DILWORTH GLYNDON FEL	8/28/2024	KITTELSON, SCOTT	DGF HIGH SCHOOL	POWERMATIC DUAL DRUM SANDER	2405DD52370859	2017393	25-6-101	\$ 9,099.99	100	171000
2164 - DILWORTH GLYNDON FEL	8/28/2024	KITTELSON, SCOTT	DGF HIGH SCHOOL	DEWALT 14" MULTI CUTTER SAW	15191	2017394	25-6-101	\$ 649.00	100	171000
2164 - DILWORTH GLYNDON FEL	8/28/2024	KITTELSON, SCOTT	DGF HIGH SCHOOL	JET JW1-122 VS WOOD LATHE	23123344	2017395	25-6-101	\$ 849.99	100	171000
2164 - DILWORTH GLYNDON FEL	8/28/2024	KITTELSON, SCOTT	DGF HIGH SCHOOL	JET LATHE STAND	none	2017396	25-6-101	\$ 309.99	100	171000
2164 - DILWORTH GLYNDON FEL	8/28/2024	KITTELSON, SCOTT	DGF HIGH SCHOOL	JET OSCILATting EDGE SANDER	22111699	2017397	25-6-101	\$ 1,499.99	100	171000
							25-6-102			
							Approved for			
2343 - WEST CENTRAL AREA	10/31/2024	SAWATZKE, ERIC	WCA HIGH SCHOOL	VERTICAL NFT HYDROPONICS GROW SYSTEM	VNHGS-2501-A7X3	2017398	Ashby, not WCA	\$ 2,920.00	100	019901
0549 - PERHAM DENT	1/15/2025	TUMBERG, SHELL	PERHAM HIGH SCHOOL	ULTRASONIC FLAW DETENTION KIT	NDTTSY25021704226	2017399	25-6-103	\$ 1,720.00	100	019901
		OESTREICH, BONITA								
0261 - ASHBY	3/12/2025	MATHIOWETZ, ELEORA	ASHBY AFNR ROOM	VERTICAL NFT HYDROPONICS GROW SYSTEM	VNHGS-2501-8928	2017400	25-6-104	\$ 1,235.00	100	019901
2342 - WEST CENTRAL AREA	3/18/2025	SAWATZKE, ERIC	WCA HIGH SCHOOL	REACH IN REFRIGERATOR	pending	2017401	25-6-105	\$ 1,949.00	100	019901
2343 - WEST CENTRAL AREA	3/18/2025	SAWATZKE, ERIC	WCA HIGH SCHOOL	CROP KING BATO BUCKET RAISED BED	pending	2017402	25-6-105	\$ 1,806.00	100	019901
0152 - MOORHEAD	3/26/2025	SCHMIDT, JOHN	CAREER ACADEMY	TAPCO MAX-I-MIM II XL SYSTEM	pending	2017403	25-6-106	\$ 4,900.90	100	171000
0150 - HAWLEY	4/21/2025	SANGER, JARED	HAWLEY HIGH SCHOOL	POWERMATIC 15HH PLANER	pending	2017404	25-6-107	\$ 3,419.99	100	171000
0150 - HAWLEY	4/21/2025	SANGER, JARED	HAWLEY HIGH SCHOOL	JET LONG BED JOINER	pending	2017405	25-6-107	\$ 1,999.99	100	171000
0152 - MOORHEAD	5/12/2020	RUD, CHANTZ	AUTO SHOP	PRESSURE TRANSDUCER, 0-500 PSI			20-10-105	\$ 250.00	100	170302
0152 - MOORHEAD	5/12/2020	RUD, CHANTZ	AUTO SHOP	PRESSURE TRANSDUCER, 0-100 PSI			20-10-105	\$ 250.00	100	170302

FY	First Name:	Last Name:	Program/Dept:	Dean/Supervisor's Name:
FY21	Sue	Teneyck-Stafki	Early Childhood Ed.	John Maduko
FY21	Ryan	Stigman	Graphic Design	John Maduko
FY21	Laura	Hexman	Nursing	John Maduko
FY21	Tom	Dubbels	Counseling	Shawn Anderson
FY21	Joshua	Cossette	Electrical Technology	Karen Buboltz
FY21	Janet	Johnson	Cyber Security	John Maduko
FY21	Kris	Pladson	Dental Assisting	John Maduko
FY21	Angie	Stevenson	Surgical Technology	John Maduko
FY22	Crystal	Shumake	Dental Assisting	John Maduko
FY22	Joshua	Cossette	Electrical Technology	Matthew Loeslie
FY22	Ann	Bell Pfeifer	Radiology Tech	John Maduko
FY22	Jeremy	Hensel	Lineworker	Matthew Loeslie
FY23	Angie	Stevenson	Surgical Technology	Ken Kompelien
FY23	Erica	Berg	Nursing	Ken Kompelien
FY23	Michelle	Samuelson	Dental Assisting	Ken Kompelien
FY23	Shannon	Mohn	Auto Technology	Mark Bannatyne
FY23	Ann	Bell-Pfeifer	Radiology Technology	Ken Kompelien
FY23	Joshua	Cossette	Electrical Technology	Mark Bannatyne
FY23	Crystal	Shumake	Dental Assisting	Ken Kompelien
FY23	Joshua	Cossette	Electrical Technology	Mark Bannatyne
FY23	Darlene	Weibye	Cosmetology	Ken Kompelien
FY23	Joshua	Cossette	Electrical Technology	Mark Bannatyne
FY24			Cosmetology	Kompelien
FY24			Electric Lineworkers	Bannatyne
FY24			Electric Lineworkers	Bannatyne

FY24			Diesel Technology	Bannatyne
FY24			Design and Engineering Technology	Mark Bannatyne
FY24			Health Sciences	Matt Borcharding
FY24			Medical Lab Technician	Matt Borcharding
FY24			Automotive Technology	Mark Bannatyne
FY24			Nursing	Ken Kompelien
FY24			Health Sciences	Ken Kompelien
FY24			Surg Tech	Matt Borcharding

[illegible]

M STATE INVENTORY

Home campus:	Total dollar value:	Purpose for grant funding (how are the dollars specifically being used or invested):
Detroit Lakes	\$ 8,000.00	Lab Equipment
Moorhead	\$ 5,000.00	Large-Format Printer
Wadena	\$ 2,507.44	ECG Machine
Moorhead	\$ 5,000.00	Myers-Briggs Type Indicator & Strong Interest Inventory
Wadena	\$ 6,399.36	Electrical Mock Lab
Moorhead	\$ 4,300.00	Adapters and Cisco Routers
Moorhead	\$ 9,500.00	Nomad Portable X-Ray Machines
Moorhead	\$ 10,000.00	LapSim Laparoscopic Simulator
Moorhead	\$ 21,334.64	Digital scanner for orthodontic, crown, and bridgework.
Wadena	\$ 30,000.00	39kw Solar Technology System
Detroit Lakes	\$ 33,882.00	newborn and pediatric anthropomorphic phantom
Wadena	\$ 60,000.00	Equipped Line Bucket Truck(s)
Moorhead	\$ 15,012.00	PeriOp Sim Technology Oculus for simulation lab.
Moorhead	\$ 80,650.50	Anatomage Table (for Nursing, Dental, All Health Sciences)
Moorhead	\$ 2,153.51	Ultrasonic Scaler
Moohead	\$ 3,572.76	6 meters for Hybrid/Electric Vehicles
Detroit Lakes	\$ 37,155.00	Anthropomorphic Phantom
Wadena	\$ 32,353.47	Micro PLCs Lab Equipment
Moorhead	\$ 21,510.00	Electric Handpieces for Lab
Wadena	\$ 7,100.00	Fire Alarm Lab Equipment (low-voltage wiring)
Wadena	\$ 16,024.00	Supplies and Tools for new AP program
Wadena	\$ 2,819.91	Supplies and Tools for new Low Voltage Wiring instruction
Wadena	\$ 8,990.00	(1A) Sollift Restore 6-in-1 Cavitation system (\$4,350) (2A) Oxylyne Hydradermabrasion and Oxygen (\$3,499) (3A) Cellumna Pro LED light (\$1,795X2=\$3,590)
Wadena	\$ 2,815.97	This cable cutter with the different style heads will allow us to cut larger cable than we can currently. industry has larger loads which means they need larger cables/conductors. we currently have no tools to work with these larger cables. we need to start gearing up to teach this since this is the future of line work.
Wadena	\$ 18,852.00	Two grounds trainers: show the students what will happen if they use their personal protective ground improperly. they can set up many different scenarios depending on what they are grounding. This is a hands on devise which our students learn best from

Moorhead	\$ 9,750.28	Diagnostic cable set MX13 Paccar (\$4,617.93) (3A) Hydraulic flow rate kit 100 GPM (\$7,458.70)
		The current CNC machines we have were originally purchased in the late 1980's. They are over 30 years old, the motors are seized up on two of them and the control software will not run on any operating system newer than Windows XP. They also take up a large amount of space because of the machine footprint, configuration and controller requirements. This request would fund the purchase of two tabletop machines (\$2,800 each + shipping) which will replace the three pieces of existing equipment. They will be operating system compatible with our newer computers and take up one-third of the space compared to the existing machines. We will also be able to use our 3D solid modeling software to generate programs, which our current machines cannot do. Our move to Wadena will require a reduction in space, so having smaller and more maneuverable machines will be paramount.
Wadena	\$ 5,600.00	
All	\$ 31,546.10	Mobile Health Unit is being funded by a federal grant from the DOL (PATH-MN Project) We propose utilizing the Reallocation funds from FY23 to purchase supplies and equipment for the Mobile Health Unit. This has been approved by Matt Borcharding (VP of Academic Affairs) and the System office (signed by Karl Ohrn, Director of CTE Programs).
Moorhead	\$ 34,211.06	Lab equipment for MLT
		This would be spent to purchase 2 high voltage tool kits allowing our students to work on hybrid/ev high voltage batteries and motors. These are rated to 1000 volts and would elevate our program allowing high voltage repairs. This would also be spent on a miliohm/motor tester that would allow for advanced testing and diagnostics in our new Hybrid/EV program. This would continue to elevate this program to another level of diagnostics.
Moorhead	\$ 3,057.10	
Detroit Lakes	\$ 13,560.00	IV pumps for Advanced IV Therapy course on the Moorhead campus. Currently, we only have 2 IV pumps being shared between the PN and ADN program. The requested pumps The pumps will be shared between the PN and ADN program
All	\$ 13,573.00	Juno dark skin mid fidelity manikin with surface pro tablet
Moorhead	\$ 15,167.00	Surg Tech Lab equipment

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Cost Center
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GR0001013 MSTA Perkins Reserve FY25

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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>Minnesota State Community and Technical College</u>	
College President's Name (Print): <u>Carrie Brimhall</u>	
	<u>4.29.2025</u>
Signature	Date
email: <u>carrie.brimhall@minnesota.edu</u>	
Phone: <u>218.736.1503</u>	

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

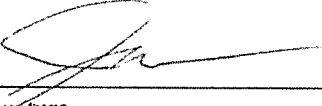
(Duplicate as needed)

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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>Ashby Public School</u>	
District Number/Type: <u>261</u>	
Superintendent's Name – (Print): <u>Jonathan Moore</u>	
Signature  _____	Date <u>4/30/24</u>
email: <u>jmoore@ashbyps.org</u>	
Phone: <u>218-747-2257</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: Lakes Country Perkins Consortium

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

District Name: <u>Barnesville Public Schools</u>	
District Number/Type: <u>0146</u>	
Superintendent's Name – (Print): <u>Jon Ellerbusch</u>	
Signature <u>Dr. J. Ellerbusch</u>	Date <u>4-17-2024</u>
email: <u>jellerbusch@barnesville.k12.mn.us</u>	
Phone: <u>(320) 360-9192</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: Lakes Country Perkins Consortium

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

District Name: <u>Battle Lake Public Schools</u>	
District Number/Type: <u>0542</u>	
Superintendent's Name – (Print): <u>Rob Nudell</u>	
DocuSigned by:  1E4C87E7DA6D474...	
Signature	Date
email: <u>rnudell@isd542.org</u>	
Phone: <u>218-864-5217</u>	

April 22, 2024 | 2:30 PM CDT

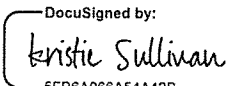
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Breckenridge Public Schools</u>	
District Number/Type: <u>846</u>	
Superintendent's Name – (Print): <u>Kristie Sullivan</u>	
<div>DocuSigned by:  5FB6A066A54A42B</div>	
Signature _____	Date _____
email: <u>sullivan@isd846.org</u>	
Phone: <u>2186432694</u>	

April 26, 2024 | 10:51 AM PDT

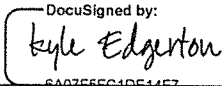
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Campbell-Tintah Public Schools</u>	
District Number/Type: <u>0852</u>	
Superintendent's Name – (Print): <u>Kyle Edgerton</u>	
DocuSigned by:  6A07F5FC4DE14F7	
Signature _____	Date _____
email: <u>edgertonk@campbell.k12.mn.us</u>	
Phone: <u>1,218.63</u>	

April 22, 2024 | 1:01 PM CDT

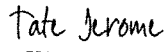
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Chokio-Alberta Public Schools</u>	
District Number/Type: <u>0771</u>	
Superintendent's Name – (Print): <u>Tate Jerome</u>	
DocuSigned by:  F54066BA0C0A44E...	
Signature _____	Date _____
email: <u>tjerome@chokioalberta.k12.mn.us</u>	
Phone: <u>3,247,131.00</u>	

April 24, 2024 | 12:57 PM CDT

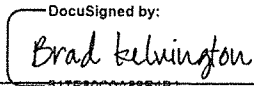
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Clinton-Graceville-Beardsley Public Schools</u>	
District Number/Type: <u>2888</u>	
Superintendent's Name – (Print): <u>Brad Kelvington</u>	
DocuSigned by:  317E80C0A88E4B1...	
Signature	Date
email: <u>bkelvington@graceville.k12.mn.us</u>	
Phone: <u>322,922,925.00</u>	

April 22, 2024 | 2:45 PM CDT

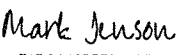
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Detroit Lakes Public Schools</u>	
District Number/Type: <u>0022</u>	
Superintendent's Name – (Print): <u>Mark Jensen</u>	
<div>DocuSigned by:  71BCA465FE0644E</div>	
Signature	Date
email: <u>markjenson@detlakes.k12.mn.us</u>	
Phone: <u>18,479,271.00</u>	

April 22, 2024 | 10:48 AM PDT

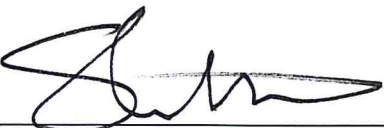
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Dilworth-Glyndon-Felton Public Schools</u>	
District Number/Type: <u>2164</u>	
Superintendent's Name – (Print): <u>Shannon Hunstad</u>	
 Signature _____	<u>4/17/24</u> Date _____
email: <u>shunstad@dgf.k12.mn.us</u>	
Phone: <u>(218) 477-6934</u>	

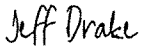
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Fergus Falls Public Schools</u>	
District Number/Type: <u>0544</u>	
Superintendent's Name – (Print): <u>Jeff Drake</u>	
DocuSigned by:  4B28AB1C43A045B...	
Signature _____	Date _____
email: <u>jdrake@fergusotters.org</u>	
Phone: <u>9,980,544.00</u>	

April 22, 2024 | 12:01 PM PDT

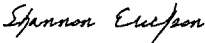
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Fergus Falls Area Special Education Cooperative</u>	
District Number/Type: <u>0935</u>	
Superintendent's Name – (Print): <u>Shannon Erickson</u>	
DocuSigned by:  335E9330D065468	
April 22, 2024 11:32 AM PDT	
Signature _____	Date _____
email: <u>serickson@fergusotters.org</u>	
Phone: <u>1,218.09</u>	

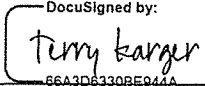
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Frazee-Vergas Public Schools</u>	
District Number/Type: <u>0023</u>	
Superintendent's Name – (Print): <u>Terry Karger</u>	
DocuSigned by:  66A3D6330BE944A	
Signature	Date
email: <u>tkarger@frazee.k12.mn.us</u>	
Phone: <u>218.00</u>	

April 23, 2024 | 6:28 AM PDT


(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: Lakes Country Perkins Consortium

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

District Name: <u>Hancock Public Schools</u>	
District Number/Type: <u>0768</u>	
Superintendent's Name – (Print): <u>Paul Carlson</u>	
DocuSigned by:  9AA4F310E10E429...	
Signature	Date
email: <u>paul.carlson@hancockisd768.org</u>	
Phone: <u>320,392,860.60</u>	

April 22, 2024 | 2:07 PM CDT

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Hawley Public Schools

District Number/Type: 0150

Superintendent's Name – (Print): Phil Jensen

Signature  Date 4/17/24

email: pjensen@hawley.k12.mn.us

Phone: 218-483-4647


(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: Lakes Country Perkins Consortium

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

District Name: <u>Herman-Norcross Public Schools</u>	
District Number/Type: <u>0264</u>	
Superintendent's Name – (Print): <u>Rick Bleichner</u>	
	<u>4/17/24</u>
Signature	Date
email: <u>rbleichner@hncs.k12.mn.us</u>	
Phone: <u>320-677-2291</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: Lakes Country Perkins Consortium

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

District Name: <u>Lake Park Audubon Public Schools</u>	
District Number/Type: <u>2889</u>	
Superintendent's Name – (Print): <u>Tim Godfrey</u>	
DocuSigned by:  30001B3000FD4F3...	
Signature	Date
email: <u>tgodfrey@lpa.k12.mn.us</u>	
Phone: <u>218,325,075.00</u>	

April 22, 2024 | 10:40 AM PDT

(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: Lakes Country Perkins Consortium

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

District Name: <u>Lakes Country Service Cooperative</u>	
District Number/Type: <u>0926</u>	
Superintendent's Name – (Print): <u>Jeremy Kovash</u>	
Signature	Date
email: <u>JKOVASH@LCSC.ORG</u>	
Phone: <u>218-739-3273</u>	

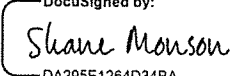
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I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall 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: Lakes Country Perkins Consortium

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

District Name: <u>Morris Public Schools</u>	
District Number/Type: <u>2769</u>	
Superintendent's Name – (Print): <u>Shane Monson</u>	
<div>DocuSigned by:  DA295E1264D34BA</div>	
Signature	Date
email: <u>smonson@morris.k12.mn.us</u>	
Phone: <u>1,320.00</u>	

April 22, 2024 | 11:13 AM PDT


(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: Lakes Country Perkins Consortium

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

District Name: <u>Moorhead Area Public Schools</u>	
District Number/Type: <u>0152</u>	
Superintendent's Name – (Print): <u>Brandon Lunak</u>	
<div>DocuSigned by:  C0061A3423F0430</div>	
Signature	Date
email: <u>blunak@moorheadschoo1s.org</u>	
Phone: <u>2,843,330.00</u>	

April 22, 2024 | 5:07 PM CDT

(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: Lakes Country Perkins Consortium

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

District Name: <u>New York Mills Public Schools</u>	
District Number/Type: <u>0553</u>	
Superintendent's Name – (Print): <u>Blaine Novak</u>	
Signature <u>Blaine J. Novak</u>	Date <u>4/17/24</u>
email: <u>bnovak@nymills.k12.mn.us</u>	
Phone: <u>218-385-4201</u>	

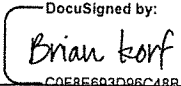
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Pelican Rapids Public Schools</u>	
District Number/Type: <u>0548</u>	
Superintendent's Name – (Print): <u>Brian Korf</u>	
<div>DocuSigned by:  C0F8E603D96C48B</div>	
Signature	Date
email: <u>bkorf@pelicanrapids.k12.mn.us</u>	
Phone: <u>218,863,591.00</u>	

April 25, 2024 | 6:58 AM PDT


(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: Lakes Country Perkins Consortium

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

District Name: <u>Perham-Dent Public Schools</u>	
District Number/Type: <u>0549</u>	
Superintendent's Name – (Print): <u>Mitch Anderson</u>	
	<u>4/17/24</u>
Signature	Date
email: <u>manderson@perham.k12.mn.us</u>	
Phone: <u>(218) 346-4501</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: Lakes Country

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

District Name: <u>Rothsay Public Schools</u>	
District Number/Type: <u>0850-01</u>	
Superintendent's Name – (Print): <u>David Oehrlein</u>	
<u>David Oehrlein</u> <small>David Oehrlein (Apr 28, 2025 14:40 CDT)</small>	<u>04/28/2025</u>
Signature	Date
email: <u>doehrlein@rothsaystaff.org</u>	
Phone: <u>218-867-2116 x. 2902</u>	

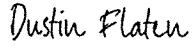
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Ulen-Hitterdal Public Schools</u>	
District Number/Type: <u>0914</u>	
Superintendent's Name – (Print): <u>Dustin Flaten</u>	
<small>DocuSigned by:</small>  <small>6F59051071004BD...</small>	
Signature	Date
email: <u>dflaten@ulenhitterdal.k12.mn.us</u>	
Phone: <u>5,961,804.00</u>	

April 22, 2024 | 10:27 AM PDT

(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: Lakes Country Perkins Consortium

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

District Name: <u>Underwood Public Schools</u>	
District Number/Type: <u>0550</u>	
Superintendent's Name – (Print): <u>Jeff Wilson</u>	
Signature <u>Jeff Wilson</u>	Date <u>9-17-24</u>
email: <u>JWilson@underwood.k12.mn.us</u>	
Phone: <u>218-826-6101</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: Lakes Country Perkins Consortium

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

District Name: <u>West Central Area Public Schools</u>	
District Number/Type: <u>2342</u>	
Superintendent's Name – (Print): <u>Paul Brownlow</u>	
	<u>4/17/2024</u>
Signature _____	Date _____
email: <u>pbrownlow@isd2342.org</u>	
Phone: <u>(320) 524-7301</u>	

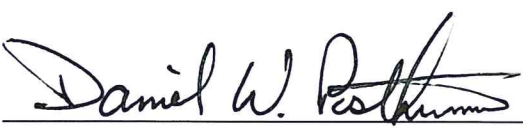
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

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

District Name: <u>Wheaton Area Public Schools</u>	
District Number/Type: <u>0803</u>	
Superintendent's Name – (Print): <u>Dan Posthumus</u>	
	<u>4-17-24</u>
Signature	Date
email: <u>dposthumus@wheaton.k12.mn.us</u>	
Phone: <u>320-563-8282</u>	

(Duplicate as needed)