

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:	Mid-Minnesota Perkins Consortium
Total Award Budget:	\$588,081.26

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.

District Name	District Number
Ridgewater College	
Atwater-Cosmos-Grove City (ACGC)	2396
Belgrade-Brooten-Elrosa (BBE)	2364
Bird Island-Olivia-Lake Lillian (BOLD)	2534
Buffalo Lake-Hector-Stewart (BLHS)	2159
Dassel-Cokato	466
Eden Valley-Watkins	463
Gibbon-Fairfax-Winthrop (GFW)	2365
Glencoe-Silver Lake	2859
Hutchinson	423
Kerkhoven-Murdock-Sunburg	775
Lester Prairie	424
Litchfield	465
Maynard-Clara City-Raymond (MACCRAY)	2180
DREAM Technical Academy	4217-07
New London-Spicer	345
Sibley East	2310
Willmar	347

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

The Comprehensive Local Needs Assessment (CLNA) for the Mid-MN Perkins Consortium has been completed and the *CLNA Results and Priorities* document was submitted with this application.

Narrative 2: Programs of Study (POS)

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

The *Programs of Study* Spreadsheet is complete and submitted.

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).

KEY:

SR: State Recognized Program of Study

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
Manufacturing	SR-funding	Y	Y	Y	184	33
Manufacturing Processes	SR-funding	Y	Y	Y	126	82
Agriculture (Plants)	SR-funding	Y		Y	631	8
Agriculture (Animals)	SR-funding	Y		Y	447	50
Agribusiness Services	SR-funding	Y		Y	79	54
Power Structural & Technical Systems	SR-funding	Y		Y	905	7
Education/Teacher Training/Childcare	SR-funding	Y	Y	Y	154	40
Hospitality/Restaurant	C-POS- funding	Y		Y	327	Brokered
Business	SR-funding	Y	Y	Y	697	24
Healthcare	SR-funding	Y	Y	Y	64	123
Construction Trades	C-POS- funding	Y		Y	302	52 Brokered (Carpentry)
Automotive	C-POS- funding	Y		Y	56	30

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 are 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: Expand Career Exploration with Consortium Partners to Encourage Continued CTE Course Enrollment at Secondary and Post-Secondary Enrollment after Graduation.	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>While college enrollment is improving, Ridgewater College is taking a proactive approach to look at how the college, overall, can continue to grow CTE enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 Ridgewater College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into Ridgewater College CTE programs that align with Programs of Study continue to decline.</p>					
2. Strategies to address need:					
<p>Ridgewater College's recruitment team has been working with high schools to offer Teacher Take-Over's where Ridgewater College faculty "take over" a class period or two with a consortium teacher. This take-over allows college faculty to share more about the program and connect with the students who have an interest in the courses/career field. While take-overs are a great opportunity, getting them on campus to see the "next phase" of career planning/exploration is critical. We will be implementing a Teacher Take-Over, Phase 2, throughout FY26.</p> <ul style="list-style-type: none"> • Phase 1: Ridgewater College continues offering Teacher Take-Over's as requested by high schools • Phase 2: CTE programs at our consortium schools will be invited to set up a time to visit aligned program areas at Ridgewater College. Students will get to see the classroom/lab space, get additional hands-on experience, and learn more about options at the college CTE careers. Recruiters and advisors will also be available during the visit to make connections and answer any questions about Ridgewater College. (more on how advisors will play a role in this is outlined in Narrative 9, Need A) • The consortium will cover the costs of transportation and sub fees for approved CTE teachers <p>Students will be given a survey at the end of their visit with the option to "opt in" for additional information from Ridgewater College, including but not limited to program information for Discover Ridgewater, Info Nights, and other program specific marketing opportunities. Additional tracking may be implemented by the College's Strategic Enrollment Management Team as strategies and initiatives are explored.</p> <p>This will be a collaborative effort between Ridgewater College Strategic Enrollment Management Team, Ridgewater College Recruitment, and Mid-MN Perkins Consortium.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measure 1: At least one (1) visit per high school at the end of FY26</p> <p>Measure 2: 5% increase in students opting in to receive information from the College's Communication Office.</p>					

NEED B: Supporting Approved Programs with Funding to Support New Equipment, Professional Development, Software, WBL (trainings, certifications, & professional development), Career Exploration, and/or Field Trips	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"/>

According to Real Time Talent and DEED data, each program of study identified for our consortium meets the criteria for high-wage, high-skill, and/or high-demand. High school teachers and Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings. To prepare students for future majors and job placement, as well as continue enrollment into CTE programs, the consortium will continue to prioritize meeting industry needs by supporting improvements & upgrades in equipment, attending industry supported professional development opportunities, and supplemental curriculum options.

2. Strategies to address need:

High schools in the consortium, as well as CTE programs at Ridgewater College are asked to complete a *Survey of Needs* document prior to the yearly application deadline. This allows the consortium coordinators to evaluate needs for the upcoming year. The items on this document are for budgeting and planning only and still require a school or program to formally request funding through our process. We ask schools and programs to list anything that might be a need, professional development they need/plan to attend, and/or career exploration/field trips they want to pursue. While we know we aren't able to fund some items, it allows us to know where needs are in these areas, especially when other grant opportunities or industry partners reach out for us when offering support.

During the formal request process, secondary **requests** must be signed-off first by the school administration (either a principal or superintendent), and quotes must be included. This is to ensure that the school administration is aware of requests being made. Once received, the Secondary Perkins Coordinator uses an internal tracking process to verify teaching credentials, approved courses, program of study alignment, and that the item is necessary, reasonable, allocable, and equitable. Schools that have received larger/higher priced items in the last 2-3 years may need to wait on additional large/high price items to allow other schools/programs the opportunity and access to funding. Items that were indicated on the *Survey of Needs* document are given priority in seeking approval first. Those who did not turn in a *Survey of Needs* may need to wait until reallocation funding is available in January.

Post-Secondary has a similar process where requested equipment, professional development, and/or career exploration opportunities are evaluated to ensure that it's aligned to a Program of Study that will benefit from Perkins funding. They are also evaluated to determine if the request is reasonable, necessary, allocable, and equitable. Programs that returned a *Survey of Needs* document are given priority. Those who did not turn in a *Survey of Needs* may need to wait until reallocation funding is available in January.

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

Measure 1: Equipment purchases, field trips, career exploration and teacher professional development will be completed before the end of the school year so students and programs can benefit.

Measure 2: Schools that are providing industry credential opportunities (Serv Safe, OSHA, 1st Aid/CPR) will need to have the examinations complete before the end of their academic year.

4. Provide additional narrative to address the following:

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

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

Identify any new courses, programs, or programs of study in development within your consortium.

Programs of Study have remained relatively the same for the last ten (10) years. In an effort to ensure that careers and areas of study were represented on the CTE Career Wheel, we found that one of the “wedges” had zero representation: Communication, IT, and Arts. As we evaluated DEED data, enrollment information, and course offerings with our industry partners the careers do not meet at least two (2) of the criteria (the high demand, high wage, and/or high skill). At this time, the Mid-Minnesota Perkins Consortium has not identified a new program of study for this application cycle.

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

At both the secondary and post-secondary levels, students learn about CTE course offerings in a variety of different ways. They include, but are not limited to:

Secondary:

- *Teacher Take Overs:* CTE faculty from Ridgewater visit CTE teachers at consortium high schools to “take over” classes for a day.
- *Visits to Ridgewater College Programs aligned with Secondary CTE Programs:* Consortium schools are encouraged to schedule a visit to Ridgewater College to spend time learning more about programs aligned to their high school CTE courses (example: an Auto Mechanics class can spend time with our Auto Body and Auto Technology programs getting hands on experience and learning about after high school opportunities). More on how this is being expanded can be found in Narrative 2, Need A.
- *Opportunities to Attend IGNITE and/or Explore Your Future at Ridgewater College:* These hands-on career exploration events allow students to engage with programs of study and industry partners.
- *Counselor Encounter:* Counselors are invited to campus to learn more about college updates, opportunities for dual credit, support services for students, as well as program updates and tours of CTE program areas
- *Dual Credit Opportunities:* More on this is shared in Narrative 7, but students can take CTE courses through PSEO and Concurrent Enrollment.

Post-Secondary:

- *Marketing Materials:* Materials about programs are written in English, Spanish, and Somali. The Ridgewater College website is also coded to be translated into multiple languages and includes Read Speaker technology for those who rely on text reading software.
- *Exploration Events:* Ridgewater College offers Discover Ridgewater every fall and spring for students to come learn more about program offerings, including CTE programs.
- *Student Services Support:* Advisors, counselors, tutors, and disability support services provide services to all students, including those with special needs. Our platform, Starfish, also allows students to connect with those in their “network” for services and support.
- *Career Services Support:* Our coordinator is in a student’s “network” in Starfish should they want to discuss career opportunities, but more importantly, our coordinator plays a large role in working with undecided students.

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- *Community Resource Liaison:* Along with our Student Services team, our Community Resource Liaison can provide information and support for students in need of housing assistance, transportation, and food assistance (both through our on-campus food bank or within the community)
 - *Scheduling flexibility:* Students can take CTE classes in person, online, or hybrid in a variety of programs.
 - *Financial Support:* Students can explore scholarship offerings through our Ridgewater College Foundation, specifically geared toward students in CTE programs. Financial Aid is also available for students who qualify, including the NorthStar Promise which is geared towards low-income students.

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 are 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: Increasing Number of Consortium Schools with Approved Healthcare Courses.		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"/>
The need is to have approved healthcare courses at our consortium of high schools. Surveys and discussions with consortium schools have stressed their desire to continue to support Healthcare Careers/Programs as a priority need (which is supported by DEED/Real Time Talent data indicating high demand, high wage, high skill in this area). However, with no teachers in our consortium of high schools eligible to teach healthcare related courses, fulfilling this priority has been a challenge.						
2. Strategies to address need:						
In depth, collaborative discussions need to take place between high schools, health care partners, and Ridgewater College to find creative, effective, and innovative solutions to support schools who are in need of health career teachers. The consortium will work with industry healthcare partners in Willmar, Hutchinson, and rural areas within our consortium area, high school staff/administration, CMJTS, economic commission members, Ridgewater staff. The committee will identify challenges and barriers that are preventing the hiring of qualified teachers and how to overcome those issues to be able to hire teachers to begin as early as fall 2026. Course approval will also need to be explored, and the high school will need to identify two (2) classes in order to be eligible for program approval.						
3. Measurable Outcomes (report results in next APR):						
Measure 1: Establish committee members and hold at least 4 meetings by June 30, 2026 Measure 2: Document barriers and challenges by consortium high schools, prioritizing barriers to overcome by June 30, 2026 Measure 3: High schools will identify a minimum of two (2) courses for creation to be aligned with program approval requirements by June 30, 2026.						

4. 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

Career exploration and career development activities, coursework, and/or services including an organized system of career guidance and academic counseling:

The local Career Force offices are located on Ridgewater College campuses with workforce specialists ready to assist students with questions regarding employment. The Mid-Minnesota Consortium will continue to collaborate with the Central MN Jobs & Training Services (CMJTS) staff to develop and implement career exploration events that focus on special population learners; the CMJTS special population youth focus is broader (using WIOA guidelines) than the Perkins model and can include students from age 14 – 24. As identified in Narrative 2, our Student Services professionals continue to provide career counseling and can “refer” a student to our Coordinator of Career Services, who will work directly with students through personalized appointments. Perkins funding from post-secondary has been allocated to pay the salary of a part-time nursing tutor to help students persist and complete the program on time (see more in Narrative 5). As also outlined in Narrative 5, departments within the Student Success team provide support to every student in CTE programs. An initial search for a nursing tutor in Fall 2024 failed with a second search currently in progress for late spring 2025.

Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the Comprehensive Local Needs Assessment:

The coordinators for the Mid-Minnesota Consortium will continue collaboration with the Ridgewater College Coordinator of Career Services to identify and develop key infographics and resources that can be tailored to students, counselors, faculty, and parents about the regional workforce demands with relevant data to help inform education and career decisions. Upon completion these resources will be translated into Somali and The Spanish. **Work Based Learning (WBL) also continues to be a need for our consortium members. CLNA data/Perkins performance indicators for high schools indicated that although the consortium has many approved programs for WBL, performance indicator data shows growth is small. While we don't have data to show why growth is small to address any specific concerns or shortfalls, and we know students are engaged with the WBL opportunities presented to them, we also know that many of our WBL teachers are also teaching in other subjects and school-wide responsibilities. The consortium will continue to encourage teachers to maintain and use their WBL endorsements as well as encourage attendance in professional development opportunities specifically aligned to WBL in an effort to connect with other coordinators, explore additional resources, and creative opportunities for students.**

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

The CMJTS, DEED staff, as well as business/industry representatives participate in the regional career exploration events held at Ridgewater College. CMJTS / Career Force specialist serves on the Perkins Leadership Board. A Vocational Rehabilitation Services representative is also located on the Ridgewater College campus.

Workforce Center Collaboration

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

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers (split on budget spreadsheet between Narrative 2 and Narrative 5)	\$5000
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3.	Postsecondary Subtotal	\$5000
4.	(SECONDARY) Total Perkins funds used in collaboration with Workforce Centers (CMJTS)	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	Secondary Subtotal	0
7.	TOTAL	\$5000

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 are addressed.

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

NEED A: Use of Geometry in Construction Supplemental Curriculum to Increase Math Scores	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Student performance indicators from program concentrators show both math and reading have shown declines over the last three fiscal years. In 2021-2022 academic year, both math and reading had a sharp decline (math down 9.02%, reading down 5.25%), likely due to the COVID 19 pandemic. The following year, math rebounded (up 4.09% in 2022-2023), but overall, it is still down compared to reading. As indicators for years 5-8 of the Perkins Application cycle are projected to increase, creative and effective changes will be needed. Through CLNA data, 27% of high school teachers who completed the consortium survey have indicated the need for professional development around embedded performance indicators in reading and math in their courses. To help raise math proficiency, <i>Geometry in Construction</i> was requested by Litchfield High School to try in their construction, woodworking, and/or trade & industry courses.					
2. Strategies to address need:					
Litchfield High School will be our pilot school to integrate using the <i>Geometry in Construction</i> supplemental curriculum into their industrial technology courses to help improve math understanding. Perkins secondary funds will cover costs for training (a requirement from the company to use the supplemental curriculum).					
3. Measurable Outcomes (report results in next APR):					
MEASURE 1: A pre-and-post survey will be provided to students to gauge their math confidence. GOAL: 20% increase in math confidence by the end of the course based on survey data. MEASURE 2: In class assignments will be evaluated and compared to the previous year's results to compare mastery in concepts/skills, as well as identify patterns and/or trends where students may be falling short.					

NEED B: CTE Assessment Realignment to Improve Certification Exam Pass Rates in Vet Tech	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"/>
The Veterinary Technician (VTNE) program's recent accrediting visit by the American Veterinary Medical Association (AVMA) cited the program for low pass rates on the required certification exam. The program was placed "on probationary accreditation". Per <i>Standard 11, Outcomes Assessment</i> , programs are required to have a three-year rolling average pass percentage for first time test takers be 50% or higher. The program currently has a three-year average for June 30, 2021 – July 1, 2024, of 43.9% for students successfully completing the program of study. Faculty of the program have made incremental changes over the past two years without an impact to the certification pass rates, and a more thorough review of assessment alignment to outcomes would be useful to determine gaps in training to certification.					
2. Strategies to address need:					
The approach will be across multiple semesters to assess the impact of work completed in the summer of 2025. Summer work includes faculty working directly with Faculty Curriculum and Instruction Specialists along with the					

Faculty Assessment Specialist of the college. This work includes evaluation of outcomes assessment across the program with possible realignment to Improve certification exam pass rates.

Fall work will include evaluation of these efforts as part of the program's standard semester work. One challenge is that it will most likely take 2 years to see an impact in results as VTNE is a 2-year program.

Spring semester will offer a Vet Tech certification prep 2-day program. We will also have a full evaluation of annual pass rates in the summer semester. Again, the challenge is that it will most likely take 2 years to see an impact in results as VTNE is a 2-year program. Note that Nov-Dec 2024 window. There were 39 first time test takers with 13 passing for an average of 33.13%. The national average was 66.67%.

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

MEASURE 1: Summer 2025 first time pass rate of 50% - this will not meet the criteria for a 3-year average of 50% but would be an improvement from fall 2024.

MEASURE 2: 90% of graduating students to participate in Vet Tech Certification Prep Program.

MEASURE 3: Summer 2026 first time pass rate to be within 5% of the national average (Fall 2024 national average was 66.67%). This may still not meet the criteria for a 3-year average of 50% but would demonstrate continued improvement as we work through the 2-year program plan.

4. Provide additional narrative to address the following:

a. How will your consortium improve both the academic and technical skills of students in CTE programs?

- By strengthening the academic and career and technical components of such programs
- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

How will your consortium improve both the academic and technical skills of students in CTE programs by strengthening the academic and career & technical components of such programs?

Based on feedback through discussions with individual school districts in fall of 2023 and 2024, as well as CLNA feedback surveys, teachers indicated the need for professional development in the areas of curriculum. In the past, we offered TECH UP, a skills training for high school teachers by Ridgewater College faculty to improve skills on industry equipment/software. Attendance was consistently very low and while high school teachers learned new skills, they would go back to their high school and not be able to use most of what they learned as their equipment was not at the same level. Instead, teachers have asked for TECH UP to be hosted at the high school where Ridgewater College faculty or industry professionals could instead train them (and improve their skills) with the equipment they have on hand. It will also allow teachers across the consortium to connect with one another (a common request by teachers in our CLNA surveys and discussions) and collaborate on curriculum. In addition to collaborative training and sharing, regional and local articulation meetings also continue to provide both secondary/post-secondary the opportunity to review & develop new agreements and discuss trends in programs of study.

How will your consortium improve both the academic and technical skills of students in CTE programs through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs?

In the 23-24 academic year, our consortium went through program renewal. As our consortium discussed this process, we learned that many schools were unclear on how to accurately write course learning outcomes, assign measurements to those outcomes, and how to incorporate continuous improvement. Through the renewal process, the Business & Marketing programs were required to take their renewal documentation “to the next level”, laying the foundation for this type of work that is intended to be evaluated regularly vs. every five (5) years. In addition, as we evaluate our math and reading indicators through the provided MDE data, the consortium currently meets performance indicators. However, these data indicated that there are individual school districts underperforming. Based on CLNA surveys from high school teachers asking for more curriculum professional development and a desire to find additional ways to incorporate/improve math and/or reading strategies in their classes, the consortium will be piloting an initiative that helps our secondary teachers become more aligned with post-secondary practices around assessment and continuous improvement (detailed above in the *Needs* section of this narrative).

On the post-secondary side, in fall 2023 a part time Nurse Tutor was hired mid-semester to assist nursing students on the Hutchinson campus. Nursing students struggle with the rigorous content, and the academic tutor team saw a need for a nursing specific tutor. Instructors and students saw an almost immediate positive impact in student success with students achieving half-to-a-full-grade higher on tests and assignments with the Nurse Tutor interventions. Students on the Willmar campus may also experience similar success with a Nurse Tutor that could address not only the academic struggles but have a focus on assisting diverse students – particularly students that are Multi-Language Learners (detailed in Narrative 11, need B).

How will your consortium improve both the academic and technical skills of students in CTE programs to ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)?

All students, including special population learners, are included in all activities. In FY22, the consortium collaborated with Central MN Jobs and Training Youth staff to create their own version of Scrubs Camp on the Willmar campus. The success of this event, as well as CLNA data showing the continued growth of manufacturing careers, the consortium will be looking to extend the CMJTS collaboration to include a Trades Camp on the Hutchinson campus in summer 2026. Students who participate in these camps will be surveyed to determine their desire to continue in the career field but will also be monitoring their records in our prospect database if they decide to explore PSEO, concurrent enrollment, or formal admission after high school.

In addition, Perkins coordinators inform all teachers/instructors (both secondary & post-secondary) including the members of our Consortium Leadership of upcoming events and activities locally, regionally, and statewide. Each April the Perkins Coordinators send out a *Survey of Needs* planning document with specific details and instructions for completion to understand how the consortium can best support them in the upcoming year (through equipment, professional development, career exploration, etc.)

Along with supporting program needs, our consortium school districts also include PSEO, concurrent enrollment, and/or articulation agreement information in their student registration guides (Ridgewater College

has strong enrollment into CTE courses through PSEO and concurrent enrollment. Specific details can be found under Narrative 7).

Finally, in spring 2023, the consortium created a website to keep them up to date on consortium happenings and updates. This includes things like requesting funding and articulation information. This website is hosted as part of the Ridgewater College website, while still using a separate URL (www.midmnperkins.com).

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 are addressed.

- Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**
- 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: Summer Camp Collaboration with CMJTS for STEM (in Hutchinson)	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Data from DEED/Real Time Talent indicate the need for continued workers in STEM careers (as defined on the "CTE Wheel") in areas such as manufacturing, automotive, machine tool, and more. Non-traditional performance indicators show a decline in male identifying students in healthcare career concentrators and post-program enrollment. However, efforts to raise this number continue to underperform. These data also indicate female identifying students in non-traditional concentrators are high, yet post-program enrollment is extremely low. After a successful launch of Scrubs Camp in summer 2023, the consortium was approached by CMJTS to run a collaborative STEM/Trades camp. Ridgewater College and Mid-Minnesota Perkins will be connecting this camp specifically to address post-program enrollment by having a trades camp, with efforts to encourage enrollment of female identifying students.</p>					
2. Strategies to address need:					
<p>Student data through CLNA surveys indicated that taking a CTE course can be challenging due to course offerings, graduation requirements, and lack of teachers to teach specific courses. With more Agriculture faculty teaching classes in areas like welding, the exposure to manufacturing trades is limited. CMJTS offers a summer camp option in Hutchinson for trades/manufacturing/STEM. Collaborating to share resources (both facilities spaces and faculty), the Mid-MN Consortium and CMTJS will run their camps side by side.</p> <p>This camp will be at no cost for students and is open for incoming students to grades 9-12 from consortium districts. Our camp enrollment will be open to both males and females, with additional promotion focused on female students to encourage career exploration in non-traditional fields, as aligned with the definition of special populations (individuals preparing for non-traditional fields)</p> <p>At the end of camp, students will be surveyed about their experience and probability of future college courses (through PSEO or concurrent enrollment), and/or careers in manufacturing after high school. Students will also be provided information on PSEO's application period, how to qualify, etc. Students will also be put into the Ridgewater College prospect database and will be sent information for future info nights, Discover Ridgewater events, and more. Names will be monitored to see if they apply to Ridgewater College for future admission.</p> <p>The consortium will cover the costs of stipends for Ridgewater College faculty who lead sessions during this camp out of the post-secondary budget. The consortium will also cover costs for promotional materials, and safety equipment to be used during the camp such as welding helmets and aprons (students will not keep this equipment, it will become property of the camp to be used each summer).</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measure 1: Enrollment of 15 campers total, with 7 of those students identifying as female (CMJTS enrollment is separate)</p> <p>Measure 2: Goal of 85% participant satisfaction through surveys, measuring high likelihood that students will explore these careers further (either through PSEO, CIS, Articulated Credit, or high school courses).</p>					

- Provide additional narrative to address the following:
 - How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

-
- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?
 - c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?
 - d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

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

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

PSEO listening sessions conducted in fall 2022 as part of a grant for the College in the High School Alliance, indicated that parents don't remember receiving information about dual credit or post-secondary career exploration options provided at the high school. While these listening sessions were specific for BIPOC students and their families, it shed light on what all students—including special populations—are experiencing when it comes to barriers. While we know that counselors and other administration in the districts are providing timely and plentiful information, there is a breakdown at home when it comes to discussing these opportunities. We also learned that students are more likely to believe their friends or a sibling than those who work directly with students at the high school or college about what opportunities they should—or shouldn't—participate in. For example, some students believe that Ridgewater College credits don't transfer because a friend or relative had an issue. While our surveys didn't ask this question, we know from discussions with students that some special populations have parents who have no-or-limited English language knowledge. Misinformation, language barriers, and general lack of knowledge create hurdles for students and make it even more challenging to bridge these gaps and bring students to post-secondary opportunities. Being able to "debunk" and share this information is critical for our programs to have a stronger impact. Ridgewater College's Master Academic Plan for the FY25-FY28 years also have a desire to grown dual credit options for our high school students. This would put students directly in contact with an academic advisor and other student services. Through the CLNA survey process, we learned that 28% of students who took/wanted to take CTE courses find that scheduling is a concern because classes are run at the same time as courses required for graduation. In addition, 29% stated that there aren't enough teachers to be able to offer the class on the schedule. 69% of school administrators also indicated concerns with time and staffing conflicts.

While Perkins funding can't solve hiring or scheduling issues at our high schools, it can assist high schools by providing materials for CTE programs, careers, and other CTE pathways in Somali and Spanish (with other languages to be explored based on high school feedback) to help provide non-English speaking student support systems and ELL students with accurate information. The Consortium will also support high schools by providing funding for bussing to attend career exploration days on the Ridgewater College campus to introduce them to available careers in CTE areas such as IGNITE, EXPLORE, and class specific, personalized career exploration visits.

Within post-secondary, the Student Services team (which includes academic advising, coaching, veteran's services, disability support, and career services) have strong connections and relationships with CTE programs across the college. Of our CTE programs, only four (4) programs (Veterinary Technology, Cosmetology, Medical Assistant, and Non-Destructive Testing) do their own advising. The remaining CTE programs have

transitioned their students to using professional advisors. The Student Services team uses a platform called *Starfish* to make notes about appointments, but to also refer students to other offices for support (such as financial aid, counseling, tutoring, or even our community support liaison for housing or food insecurities).

Funding has also been allocated for a part-time nursing tutor on our Willmar campus. The Willmar campus currently has a 25-50% attrition rate in the practical nursing (PN) program with 25-50% of those students identifying as English language learners or multi-language learners. While students eventually move to graduate status, it is often after retaking a course(s), which adds additional time and expense. The Mid-Minnesota consortium will use reserve funding to hire a part-time nurse tutor for the Willmar campus to support both PN and RN degree seeking students.

How will the consortium prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency:

To assist students in special populations to be self-sufficient through high-skill, high-wage, and/or high demand occupations, the Mid-Minnesota Perkins Consortium and Ridgewater College collaborate with a variety of partners (including, but not limited to: CMJTS, high schools, ALCs, industry connections, community organizations, advisory boards, and more) to help introduce these individuals to careers in our programs of study. Through the initiatives outlined in our CLNA and this application, we are continuing to maintain already existing partnerships. These identified initiatives allow us to also expand these partnerships, which will lead to more concentrated, purposeful connections of our special populations to careers, work-based learning, certification achievements, and more. Our consortium will continue to focus on careers aligned to our Programs of Study such as healthcare, STEM trades (automotive, welding, machining, construction, plumbing, robotics), agriculture careers, plus early child education, culinary, and business/marketing.

What new initiatives will the consortium develop to better prepare CTE participants for non-traditional fields?

The collaboration with CMJTS continues to assist the Mid-Minnesota Perkins Consortium by connecting high school female identifying students and male identifying students to explore non-traditional by gender programs (health careers for male identifying students, and trades careers for female identifying students). After the success of our Scrubs Camp in summer 2023, the consortium continues to collaborate with CMJTS—who also holds a Scrubs Camp of their own—by running the camps at the same time, bringing CMJTS and Ridgewater College campers together for all sessions, activities, and exploration of health careers. In summer 2025, Mid-Minnesota plans to extend this collaboration into a camp for trades using the same model as Scrubs Camp, with efforts to encourage enrollment of female identifying students (as outlined above in this narrative, Need A). The Ag Expo and Manufacturing Expo are also geared to attract female identifying students in a smaller group setting. Ridgewater College hosts two successful regional career events (IGNITE and EXPLORE) to provide opportunities for all students to try hands-on activities in a safe, no-pressure, environment in nontraditional fields. Faculty in manufacturing make it a point to being female identifying students to help demonstrate the hands-on activities in an effort to appeal to other female identifying students visiting the event. This also applies to healthcare careers, too, where male identifying students are asked to attend the event to help break down stereotypes and garner interest.

How will the consortium ensure members of special populations will not be discriminated against?

The Mid-Minnesota Perkins Consortium is aligned with Ridgewater College and is aligned with the [Mission, Vision, Guiding Principles, and Diversity Statement of the institution](#). Ridgewater College clearly outlines its commitment to a diverse workplace that respects all stakeholders. Campus policies around a [respectful workplace](#), [fraudulent acts](#), and [place of study](#) as well as [Student Code of Conduct](#) are posted on the [college website](#), the [student catalog](#), and [student handbooks](#). All printed materials at post-secondary and Perkins generated marketing materials include non-discrimination statement.

Narrative 6: Work-Based Learning

Please note: The CLNA did not identify any specific initiatives for this section. Therefore, we removed the tables and the original 3 questions from this section so there was no confusion about why they weren't answered.

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 post-secondary levels.
 - b. Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.
 - c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

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

Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and post-secondary levels.

Although the numbers were small, data from the CLNA and Perkins data indicates that special population students in Work Based Learning opportunities continue to be engaged. In our consortium, eleven (11) of our seventeen (17) high schools have work-based learning approval in the diversified category, with five (5) of those eleven (11) schools also offering work-based learning in special education.

At the secondary level, eligible students can participate in work-based learning in a variety of programs including special education, agriculture, manufacturing, FCS (education and culinary), business, and health occupations. Willmar Schools partners with Goodwill for early work prep programs mainly for special population learners. Hutchinson schools continue to be active recipients of DLI Youth Skills Training grant funds to further expand work-based learning opportunities at the secondary level.

At post-secondary, many of the technical programs require or offer the elective opportunity for students to engage in an internship experience before completing the program.

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.

Both secondary teachers and post-secondary instructors are eligible to participate in Externship opportunities to better establish relationships with business/industry to increase work-based learning or services learning opportunities for students (see Narrative 8 for additional information). Advisory boards at both secondary and post-secondary provide opportunities to build relationships with employers – this is most evident for post-secondary and most evident for secondary agriculture programs. The current and past consortium leadership serve on the advisory board for the LYFT regional grant program. Grant funding opportunities through LYFT (and others, if known) are shared frequently with our partners. These LYFT grants require collaboration between high schools and industry in order to be considered.

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

Although the consortium has seen an increase in WBL concentrators, many of our consortium high schools have asked that we look at ways we can continue getting students from high school to workforce. For many students, that means having a credential that makes them a desired employee. More WBL teachers are requesting support to be on-site trainers for their students to earn credentials through Serv-Safe, OSHA, as well as 1st Aid/CPR. In addition, WBL coordinators are exploring more supplemental curriculum options tied to special populations, job preparedness, and more. The consortium will continue to fund training and supplemental curriculum through professional development (as outlined in Narrative 2) for teachers on the secondary & post-secondary level to earn their WBL credential, as well as earn "trainer" credentials to provide opportunities for students to earn entry level credentials listed above. As also outlined in Narrative 2, Need B, the consortium will continue to fund the cost of testing for students, with the understanding that all students enrolled in the course must be offered the opportunity to take the certification.

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 are 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: Increase Claiming of Articulated Credits	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>As indicated in Element 2, Ridgewater College is currently evaluating sustainability efforts to proactively maintain enrollment. In addition to evaluating our enrollment pipeline (outlined in Element 2, Need A), the consortium also reviewed data on claiming of articulation credits. High School teachers and Ridgewater College faculty find value in articulation. Our consortium covers the cost of maintaining our membership with Southern Regional Articulated College Credit. Prior to COVID-19, the average number of credits claimed was fifteen (15) per year. Post COVID, the average number of credits claimed was seven (7). In addition, the college has concerns about the ROI as faculty like articulated credit options and believe they're a suitable recruitment tool, but the minimal credits claimed raises questions on if the consortium should continue paying for website hosting, agreement maintenance, and consulting fees.</p>					
2. Strategies to address need:					
<p>The Ridgewater College Agriculture program has been selected as the first program to focus on strategies to increase claiming of credits. In collaboration with consortium leaders, Ridgewater College Registrar's office, and Admissions team, they will explore ways to notify students of their earned credits, but also how those credits apply to their future degree. This collaborative effort will also identify ways to remove the barriers for claiming credits, as well as begin discussions with Ridgewater College faculty and Academic Deans around practices for establishing articulated credit agreements that best benefit the student. Data will also be collected through the Southern Regional Articulated Credit website to learn more about how the system is being used and to understand additional needs high schools may have with articulated processes, practices, and requirements. Articulation credits will also move from local to regional agreements, eliminating the need for consortium staff to update agreements. The consortium will continue to pay their share of website maintenance & hosting fees and consulting fees for articulation agreement maintenance. The consortium will also cover sub fees for any teachers attending articulation meetings during the school year. No additional costs for articulation are anticipated for this initiative.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measure 1: Collect and aggregate data at the end of each semester from the Southern Regional Articulated Credit team as well as the CTE MN Articulated Credit Website specific to agriculture agreements tied to Ridgewater College (both in and outside of the consortium) to identify trends that could be impacting the credits student earn.</p> <p>Measure 2: Using identified trends, pinpoint roadblocks preventing credits from being claimed. Create an action plan to improve one (1) to three (3) of these roadblocks by June 20, 2026.</p> <p>Measure 3: Increase number of students claiming at least one (1) credit by 20% by end of FY26.</p>					

4. 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?

What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

Of the high schools in the Mid-Minnesota Perkins Consortium, four (4) of the seventeen (17) high schools have a partnership with Ridgewater College's College in the Schools program, with two (2) additional schools partnering with sister-institutions across the state. Of the four (4) schools who partner directly with Ridgewater, two (2) schools offer CTE options. MACCRAY offers Animal Science and Agronomy. KMS also offers Animal Science, Agronomy, and Child Development. As outlined in previous applications, other schools in the consortium have offered classes through CIS but have now been dissolved for various reasons. It should also be noted that in 2025, schools within the Higher Learning Commission region will be able to credential teachers in alternative ways based on what the institution feels is appropriate and necessary. While plans on how this will impact Minnesota State is still unknown, particularly as this impacts the MSCF contract language, we have been notified by the Minnesota State System Office for P-20 Programming that until August 31, 2025, we still must credential high school teachers like we have been.

PSEO options at Ridgewater College are also available to students across the state. All of our consortium high schools send students to Ridgewater for PSEO opportunities (both Liberal Arts and CTE). In FY2025, Ridgewater College enrolled 1070 students from over 90 high schools across the state. PSEO makes up 23.27% of the college's overall enrollment. Agriculture continues to be the most popular CTE offering for PSEO students, followed by CADD, and Business.

Mid-Minnesota Perkins Partnership is part of the MN Southern Region Articulation group. The Southern region reviews career clusters every two years. The region meets via Zoom and in person with consortium high school teachers and college instructors. The consortium partners agreed to combine the articulation meetings with the program of study reviews. The articulation/POS meeting includes reviewing regional, local articulation agreements that align with program of study career pathways. For the consortium, articulated college credits are available to consortium students with 72 regional and local agreements. Although, the use of articulated college credits is low (only seven (7) certificates presented to Ridgewater College FY 23; the consortium partners consider it a valuable exchange of ideas, curriculum review and feedback from post-secondary to secondary instructors. In FY25 our consortium began work on evaluating ways in which to help students "claim" their articulated credit. While our work is ongoing into FY26, we are learning that much of the work falls to high schools and it is not being completed. Ridgewater College and the consortium schools also see this as a valuable tool in increasing enrollment for CTE programs.

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 are 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: Pilot to Incorporate Academic and Program Standards into Course Syllabi	This Need is in Element(s):				
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>Currently, our consortium is meeting the targets for math and reading indicators. However, survey data shows that 27% of teachers want to engage in discipline specific professional development. Teachers indicated through CLNA surveys that they also wanted to incorporate math and reading into their courses and syllabi. As announced, statewide math and reading indicator targets will increase over years 5-8 of the Perkins Application. In addition, it is expected that programs and teachers in CTE programs will continue to look at ways to improve their courses. While our program went through reaccreditation in FY2024, our professional development sessions held in summer 2023 indicated that teachers are more "reactionary" than "proactive" in keeping their courses updated and evolving.</p>					
Strategies to address need:					
<p>Agriculture, Farming, and Natural Resources (AFNR) is the largest discipline in our consortium, with offerings at fifteen (15) out of seventeen (17) high schools. This group will lead the pilot allowing schools to clean up our course offerings, as well as work towards continuous improvement.</p> <p>Collaborating with Ridgewater College's faculty-led assessment committee, we will create a rubric for teachers to self-evaluate their course learning outcomes and where to focus making changes (if necessary). This committee's rubric will also help them incorporate state standards for their discipline as well as evaluate those standards for effectiveness in math and reading.</p> <p>The Ridgewater College assessment committee chair and faculty members serving on the committee will provide training to teachers to help them use the rubric and implement the continuous improvement process. The consortium does not anticipate any costs for this imitative.</p>					
Measurable Outcomes (report results in next APR):					
<p>Measure 1: Each teacher will be asked to use the rubric for at least one (1) of their current classes. Based on the information gathered by using this rubric, teachers will be asked to identify at least two (2) changes that can be implemented into the course by the end of the 25-26 academic year, to be put into place starting in the 26-27 academic year to achieve a 1% increase in math and/or reading scores.</p>					

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

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.

At the secondary level, we will continue to work with school district administration to encourage out-of-field licensing for difficult-to-fill programs areas such as trades/industry, health, and FCS programs. Furthermore, Equity 2030 outlines policies and structures for recruitment of underrepresented groups for all college personnel. Both secondary and post-secondary have developed curriculum for Intro to Education courses that can be articulated from high school to Ridgewater College. This "Grow Your Own" initiative will also include recruitment from alumni through the alumni association.

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.

Within secondary, our focus leans towards training and retention through professional development and externship opportunities. We do this by providing funding for teachers, paraprofessionals, administration, and counselors to participate in many professional development opportunities: TECH UP, WBL conference, CTE Works conference, workshops specific to programs through the Centers of Excellence, articulation meetings, counselor encounter, others. On the post-secondary level, all new faculty are invited to take part in the New Faculty Academy, which is a structured program of support. Curriculum Instruction Specialist Faculty from both technical and transfer areas, provide new faculty with curriculum and assessment support, assist with classroom management skills, and opportunities for monthly group sessions to address real-time issues, partake in book clubs, and have access to regular podcasts. In an effort to continue the practice of continuous improvement in courses, while providing opportunities for growth, discipline specific professional development with professional, industry supported organizations will also be funded with Reserve Funding.

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 are 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: <i>Expand Career Exploration with Consortium Partners to Encourage Continued CTE Course Enrollment at Secondary and Post-Secondary Enrollment after Graduation.</i>	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>While college enrollment is improving, Ridgewater College is taking a proactive approach to look at how the college, overall, can continue to grow CTE enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 Ridgewater College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into Ridgewater College CTE programs that align with Programs of Study continue to decline.</p>					
2. Strategies to address need:					
<p>To help move students directly from high school to Ridgewater College, the consortium coordinators will create 1-page infographics to help students understand the benefit of CTE education and enrolling after high school (including earning potential, job success rates, the use of the North Star Promise to reduce out-of-pocket costs, etc.). In sharing this information about degree options, information about PSEO, concurrent enrollment, and Articulated credit will also be shared. Students will also be given the opportunity to sign up for additional information, event mailings, and even apply to Ridgewater College during their visit (if they're ready). These discussions are intended to inform, build a connection, and help guide students into opportunities in a no-pressure format.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measure 1: Infographics will be created by fall 2025 for program areas at Ridgewater College that align with approved programs of study. Measure 2: A survey will be given to students who attended the event with the opportunity to opt in for promotional materials. Goal: 20% of attendees opt in for additional information</p>					

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

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

Over the years, CLNA findings focused primarily on the Somali people in the Willmar area. While the gap exists, the number of concentrators should be higher for the amount of time and resources spent over the last several years through our consortium. Data indicates that gaps not only still exist with Black students, but gaps exist with all BIPOC student groups at all high schools across our region.

Male identifying students in health careers or early childhood/education careers continues to show minimal improvement. In fall 2024, one (1) of our two (2) teachers approved in our consortium for healthcare courses retired, making male identifying student enrollment on the secondary side even more challenging. Through conversations with students in health career exploration classes that visited Ridgewater College, male identifying students who are interested in health careers were more interested in EMT/Paramedic (which falls under *Human Services*, not *Health* per Programs of Study documentation), or they have an interest in sports medicine/athletic training. Not having EMT programming align under Health careers, as well as not offering areas that are of interest to male students, makes the gap wider and more difficult to close.

Through our Scrubs Camp, we give priority registration to male identifying students to encourage their enrollment, but so far, our efforts have not been successful. With our initiative outlined in Narrative 3, Need A, we hope to uncover strategies to help increase male identifying students into healthcare careers.

Female identifying students in non-traditional programs is strong, however, post program enrollment is quite low. Under Narrative 5, Need A we plan to create a day camp option that is focused manufacturing/trades careers, with efforts to encourage enrollment of female identifying students. Our hope is their participation will help us see a growth in manufacturing/trades enrollment for this group, closing the gap.

What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?

Career Exploration continues to be a cornerstone of what we do to help introduce students to CTE programs, careers, and opportunities. This is done through events held at Ridgewater College (IGNITE in Hutchinson, EXPLORE in Willmar, Discover Ridgewater, Informational Sessions, and more), but also through industry connections, field trips, and more. CMJTS continues to be a valuable support and partner to the Mid-Minnesota Consortium and continued collaboration for summer camps and other opportunities. Teacher Take Overs, summer professional development to help high school teachers learn from their peers, and Counselor Encounter can help address gaps when it comes to promoting opportunities for students—especially in men and women in non-traditional career fields. We plan to continue exploring ways our Student Services team on campus can work with prospective and admitted students to help close these gaps.

Narrative 10: Consortium Governance

Please note: The CLNA did not identify any specific initiatives for this section. Therefore, we removed the tables and the original 3 questions from this section so there was no confusion about why they weren't answered.

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.

Describe your consortium's formal governance structure.

How the consortium leadership is organized:

Mid-Minnesota Perkins Partnership consortium is comprised of sixteen (16) public school districts, one (1) charter school, and Ridgewater College (both campuses Hutchinson & Willmar). Our Leadership/Advisory Board consists of at least one (1) representative of each high school (principal, superintendent, instructor, and/or counselor), a representative from Central Minnesota Jobs and Training Services (CMJTS), Secondary Perkins Coordinator, Post-Secondary Perkins Coordinator, and Deans of Technical Programs at Ridgewater College.

The Secondary Perkins Coordinator and Post-Secondary Perkins Coordinator lead the consortium and are paid for their work through the consortium budget. The Secondary Perkins Coordinator works at Ridgewater College and is paid 80% by the consortium (split evenly between the secondary and post-secondary budgets). The remaining 20% is covered by Ridgewater College's general fund. This position is full-time and is funded year-round. The Post-Secondary Perkins Coordinator is one of the Deans of Technical Instruction at Ridgewater College (the position has been rotated in the past to give Deans opportunity to lead Perkins). This person supervises the Secondary Perkins Coordinator. Their position is paid 20% by the consortium (from the post-secondary budget only).

In FY25, the Secondary Perkins Coordinator's position description (PD) was updated and reclassified by the Minnesota State System Office. The previous coordinator, as well as the current secondary coordinator, do much of the work for Perkins and the PD needed to reflect this. **It was approved by Minnesota Management & Budget (MMB) in February 2025. In addition, in December 2026 the current post-secondary coordinator will retire. While the retirement won't take place until FY2027, this, combined with updated PD for the secondary coordinator, has allowed us to begin having discussions on possibly of having one (1) full-time coordinator managing both the secondary and post-secondary responsibilities for our college and consortium. While this has not been approved or finalized, early discussions with Ridgewater College leadership as well as some Mid-Minnesota school partners have been supportive. As such, during FY2026, more discussion will need to take place with Ridgewater College leadership, bargaining groups, consortium membership, as well as the Minnesota State Career & Technical Education team to ensure that all needs, including federal and state requirements and expectations are being met. If approved, the goal would be to have this full-time position in place starting July 1, 2027.**

The processes used for making financial decisions:

The consortium schools and college programs are asked to submit a *Survey of Needs* document in April to outline their proposed spending requests for the upcoming year. This document is a planning document only, used by consortium coordinators to write the budget narratives and allocate funding for the next fiscal year. Once the budget narratives and allocations are written, our consortium leadership reviews our proposed budget plan for the upcoming year prior to the May 1st submission deadline. While we use the *Survey of Needs* as a planning document, we still require our programs and schools to formally request funding from July 1st through March 1st. Funding requests need to align with our approved programs of study and meet the requirements as outlined in the *Local Use of Funds* document. When requests come forward, the coordinators review them and ensure that the spending is necessary, equitable, allowable, and reasonable. If the request can move forward, the approval guidelines are followed (as outlined by MDE and the Minnesota State System Office for approving high dollar amount items). The process for requesting funding, *Local Use of Funds* guidelines, forms, and deadlines are posted on our website.

Processes and structures in place to ensure secondary and postsecondary collaboration:

Consortium leaders are responsible for reporting Perkins initiatives and information back to the school district administration, CTE instructors, and counselors. The consortium meets formally at least once a year (usually in February). The Secondary Perkins Coordinator visits each high school during the fall (typically in October & November) to meet with administration and CTE teachers to address questions, check in, see classes in progress, and discuss ways that the consortium and district can continue to partner together.

The communication systems in place to ensure all consortium members are continually informed:

The [Mid-MN Consortium has a website](#) that is updated regularly and housed on the Ridgewater College website to provide up-to-date information to members and stakeholders. The Consortium also puts together a quarterly newsletter to keep high school partners informed with initiatives, save-the-dates, grant opportunities, topics of interest from MDE specialists, reminders, and more. Emails are sent out on an as needed basis and only when necessary to eliminate email fatigue.

Narrative 11: Reserve Funds

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

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: CTE Tutor to Address Nursing Performance Gaps	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Data gathered through the CLNA process showed great success in having a tutor to assist students in a specific CTE program. In Hutchinson, Nursing faculty saw this success firsthand with seven (7) of the fourteen (14) practical nursing (PN) students utilizing a tutor specifically hired for nursing students. Up to 25% of students in the registered nursing (RN) degree program. Prior to targeted intervention, four (4) of the seven (7) practical nursing students were at risk of failing their classes at semester's end. After interventions with the nursing tutor, five (5) of those seven (7) were able to progress to the next semester. Discussions with students who were not successful found that students felt that the tutor helped them, but they sought help too late in the semester. Faculty and students aligned with the registered nursing degree program reported similar results. All faculty reported that students displayed and reported increased confidence and less anxiety with skills, knowledge, and testing after working with the nurse tutor. The Willmar campus currently has a 25-50% attrition rate in the practical nursing (PN) program with 25-50% of those students identifying as English Language Learners. While students eventually move to graduate status, it is often after retaking a course(s), which adds additional time and expense. The Mid-Minnesota consortium will use reserve funding to hire a part-time nurse tutor for the Willmar campus to support both PN and RN degree seeking students.</p>					
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>Hire a Nursing Tutor specific to the Willmar campus using the Hutchinson model:</p> <ul style="list-style-type: none"> • Part-time/flexible schedule (must be available nights and weekends) • High virtual presence • Tutoring will range from textbook/knowledge, skills, and test tasking strategies <p>This tutor will meet with students in person and/or virtually, individually or in small groups based on the needs of those wanting assistance. The tutor will also be provided with nursing course syllabi/outlines and will work closely with faculty to maintain program integrity. Faculty will also assist the tutor in recommending students as early as possible to try and prevent course retakes or stop-outs.</p> <p>The tutor can also work with faculty to develop a remediation lab schedule with flexible scheduling to provide increased skills practice. Professional development will be provided, as needed, to stay on top of student success strategies, best practices in providing assistance to students, identifying "road blocks" to student success, etc.</p> <p>Additionally, the college provides testing accommodations for self-identifying English language learners and multi-language learners – the most commonly requested accommodation is extended time through the Accessibility and Disability Services Office.</p>					

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

Measure 1: increase first semester retention in practical nursing 50% by end of 2-year cycle

Measure 2: increase first semester retention of self-identified English language learner and multi-language learner students in practical nursing 50% by end of 2-year cycle

Measure 3: Increase on-time graduation in practical nursing program by 50% by the end of 2-year cycle

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

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

Reserve Category: Develop or Improve Program of Study/CTE Programs

- *Externships for Educators*
 - Teachers really look forward to these opportunities during the summer months. Stipends would be provided for teachers to gain additional experience that can be used back in their classrooms. Those who participate will document what new skills were learned, what changes were made to curriculum and/or instruction, and future collaborations between the teacher's program area and externship partner. Reserve funding will cover stipends and travel.
- *Professional Development for Secondary Teachers*
 - Formerly known as TECH UP, Ridgewater College faculty would hold workshops for teachers to learn additional skills. Unfortunately, they were low in attendance and schools didn't have the same quality of equipment as Ridgewater (often several years older). Moving forward, this opportunity will move to a hosting high school who will bring in Ridgewater College faculty and industry partners to provide professional development and continued skill improvement using equipment at the high school. Reserve funding will cover stipends and travel.
 - Discipline specific professional development through professional organizations is beneficial to faculty to be able to improve their programs of study. Supporting a faculty's desire to learn new skills and improve current course offerings allows us to help districts retain faculty in both secondary and post-secondary.
- *Continued Curriculum Development for Auto Mechanics and Auto Body Careers:*
 - Currently, Agriculture programs on the secondary level do much of the auto mechanics, auto body curriculum as well as career exploration specific to automotive careers.

Reserve Category: Performance Gaps

- *CTE Tutor to Address Nursing Performance Gaps*
 - On the post-secondary side, in fall 2023 a part time Nurse Tutor was hired mid-semester to assist nursing students on the Hutchinson campus. Nursing students struggle with the rigorous content, and the academic tutor team saw a need for a nursing specific tutor. Instructors and students saw an almost immediate positive impact in student success with students achieving 1/2 to a full grade higher on tests and assignments with the Nurse Tutor interventions. Students on

the Willmar campus may also experience similar success with a Nurse Tutor that could address not only the academic struggles but have a focus on assisting diverse students – particularly students that are Multi-Language Learners.

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 student at the secondary or post-secondary level.

The Program of Study that will be addressed with Reserve funds are healthcare and automotive with a focus on expansion.

Healthcare:

This career field has consistently been at the top of the DEED/Real Time Talent data reporting as a high demand, high wage, high skill area. It has been a Program of Study for the Mid-Minnesota Consortium for several years. Yet, our secondary schools in the consortium don't have the faculty to support these careers. With Ridgewater College no longer offering the entry-level Certified Nursing Assistant (CNA) course for credit, we no longer have a way to offer this class through dual enrollment (either on the Ridgewater College campus or sending our faculty to them). We have two (2) schools with approved courses. With our initiative outlined in Narrative 3 (Need B), we are taking a proactive approach to find ways to solve this issue. Secondary schools in our consortium desperately want to have CTE specific health courses. For the two secondary schools who have approved courses, if they obtain teachers, funding will be used to update any equipment or supplemental curriculum resources that is needed. For our initiative, we plan to use reserve funding for any educator externships that may be needed for new faculty, as well as informational graphics and promotional materials to help the committee with its work.

Automotive:

DEED/Real Time Talent show Automotive Service Technicians as being in high demand with a high median wage. Unfortunately, only one (1) high school has approved automotive courses based on our current program renewal. Most of our programs, through interdisciplinary Ag Power, Structures & Technologies work in small gas engines and some large engines. We have a growing interest in automotive programs at our high schools. Therefore, we will fund equipment and professional development for Ag instructors whose approved courses align with automotive, engines, and repair with reserve funds. We will also fund any educator externships that faculty want to explore.

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:

- ☒ Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
- ☒ CLNA Results & Priorities document
- ☒ S-RPOS - Funding POS spreadsheet
- ☒ Combined Secondary Postsecondary Budget spreadsheet
- ☒ Consortium Consolidated Equipment Inventory
- ☒ Perkins Funded Positions spreadsheet
- ☒ Position Descriptions for each position partially or fully funded by Perkins

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

To be submitted with the FY26 Local Application (award period: July 1, 2025 – June 30, 2026)

Consortium Name:	Mid-Minnesota 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):

To complete the CLNA process, the Mid-Minnesota Consortium took a multi-step approach to help discover and identify the priorities for our partners.

Step 1: Review Previous CLNA's for Mid-Minnesota: The goal for this review was to identify patterns from year to year, but to also look at where money was being spent in years past. Feedback from the 5-year monitoring review encouraged the consortium to branch out and try new things. We evaluated the data sources used and determined that changes needed to be made on what data was being reviewed. Though this process, we learned that the Programs of Study and the job outlook were consistent and there wasn't much (if any) change. This helped us have a better lens when digging into the data and information to best set our consortium up for success.

Step 2: Data Mining: In previous CLNA's, the data used by Mid-Minnesota Perkins Consortium were from surveys, DEED data, and Real Time Talent. The surveys used in the past were minimal and the questions needed to be expanded to better determine student need for CTE courses, and the struggles that high schools are facing (besides funding). We updated and expanded our surveys to include:

- High school
 - Students
 - Counselors
 - Administrators (Principal, Superintendent, Coordinators, Deans, and other support staff who work with Perkins)
 - CTE Teachers
- Ridgewater College
 - Students
 - CTE Faculty
 - Advisory board members for all CTE programs

We also pulled data specific to Ridgewater College, including:

- Dual credit (PSEO, Concurrent Enrollment, and Articulation credits)
- Enrollment into CTE programs
- Application data for fall 2023, spring 2024
- Graduation rates
- Course withdraw data (to determine why a student isn't persisting)
- HIP Survey Data
- Orientation College Readiness Assessment

Finally, we pulled state-available data:

- Concentrators
- SLEDs
- DEED
- Real Time Talent Reports (made available through Perkins webinars)

One thing that also provided us with valuable information was visiting with K-12 districts during the fall of 2023. The Secondary Perkins Coordinator visited each high school in October and November 2023 to meet instructors and administration, but to also listen and learn what is new in the district, challenges they're facing, and how we can best partner together. Schools shared openly their greatest funding and support needs, upcoming bond or levy referendums, student needs and struggles, as well as teacher needs and struggles. This information was used to help create surveys, but also as a foundation to guide our process in how we can best support our schools. When possible, the Secondary Perkins Coordinator visited classrooms during the visit, allowing for discussion to take place with students regarding their choice to take CTE classes. The Post-Secondary Perkins Coordinator along with Ridgewater College's Vice President of Student Success, also visited schools during the academic year as time allowed. Their visits produced similar discussions and takeaways.

Step 3: Evaluate Data: Using the previous CLNAs, we specifically evaluated previous priorities and compared it to current data trends to see which priorities, if any, would remain the same. To do this, we used the data we pulled to see if trends were moving up, down, or staying flat. We then looked at our high schools and the approved program areas to help us prioritize where initiatives could be focused and where funding should be spent. We were not surprised to see that DEED/Real Time Talent data showed no changes in high demand, high pay, and/or high skill workforce needs. Student data (statewide data from MDE as well as survey and Ridgewater College data) had small fluctuations, but remained relatively consistent with prior years.

Step 4: Sketch out Priorities and Share with Stakeholders for Feedback:

With our preliminary results, we met with our Mid-Minnesota Perkins Leadership team to share the story our data was presenting, but also our proposed areas of focus for the next two years. Prior to the meeting we identified initiatives that came to light from CLNA data collection, asking for their feedback and suggestions. We did not want this to be a "top down" approach, but a collaborative effort. Feedback from our Leadership team was positive and supportive of the initiatives identified. No additional initiatives were suggested. The Infographic to summarize our CLNA process is attached at the end of this document.

Step 5: Sharing of Report with Ridgewater College Leadership:

After finalizing the CLNA results, it is shared with various members of the Ridgewater College Executive Team.

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	Who Was Invited	How were they asked to Participate
ACGC High School	Students	Survey
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
BBE High School	Students	Survey, in person visit
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
BOLD High School	Students	Survey
	Counselors	Survey
	Administration	Survey
	CTE Teachers	Survey, in person visit
Buffalo Lake Hector Stewart HS	Students	Survey
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
Dassel Cokato	Students	Survey, in person visit
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
Eden Valley Watkins	Students	Survey
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
Gibbon Fairfax Winthrop	Students	Survey
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
Glencoe Silver Lake	Students	Survey
	Counselors	Survey
	Administration	Survey
	CTE Teachers	Survey, in person visit

Name	Who Was Invited	How were they asked to Participate
Hutchinson	Students	Survey, in person visit
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
KMS	Students	Survey
	Counselors	Survey
	Administration	Survey
	CTE Teachers	Survey, in person visit
Lester Prairie	Students	Survey
	Counselors	Survey, in person visit
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
Litchfield	Students	Survey
	Counselors	Survey
	Administration	Survey
	CTE Teachers	Survey
MACCRAY	Students	Survey
	Counselors	Survey
	Administration	Survey
	CTE Teachers	Survey, in person visit
New London Spicer	Students	Survey
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
Sibley East	Students	Survey, in person visit
	Counselors	Survey, in person visit
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit
Willmar	Students	Survey
	Counselors	Survey
	Administration	Survey, in person visit
	CTE Teachers	Survey, in person visit

Name	Who Was Invited	How were they asked to Participate
Ridgewater College	CTE Faculty	Survey, Faculty meetings, 1:1 discussions
	CTE Students	Survey
	CTE Advisory Members	Survey
	College Administration	Meetings, 1:1 discussions
Mid-MN Leadership	All members	In person meeting, email communications

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: (Secondary) Use of Geometry in Construction Supplemental Curriculum to Increase Math Scores				x							
Need B: (Post-Secondary): CTE Tutor to Address Nursing Performance Gaps (Willmar Campus)											x
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: (Secondary/Post-Secondary): Expand Career Exploration with Consortium Partners to Encourage Continued CTE Course Enrollment at Secondary and Post-Secondary Enrollment after Graduation.		x							x	x	
Need B: (Secondary/Post-Secondary): Supporting Approved Programs with Funding to Support New Equipment, Professional Development, Software, Credentials, Career Exploration, and/or Field Trips		x									
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: (Secondary/Post-Secondary): Increase Claiming of Articulated Credits							x				
Need B: (Secondary/Post-Secondary): Increasing Number of Consortium Schools with Approved Healthcare Courses			x								
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: (Secondary) Pilot to Incorporate Academic and Program Standards into Course Syllabi								x			
Need B: (Post-Secondary): CTE Assessment Realignment to Improve Certification Exam Pass Rates in Vet Tech				x							
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: (Secondary/Post-Secondary): Summer Camp Collaboration with CMJTS for STEM (in Hutchinson):					x						x

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

PRIORITIZED NEEDS

Element 1: Student Performance on Required Performance Indicators

E1-Need A (Secondary) Use of Geometry in Construction Supplemental Curriculum to Increase Math Scores

Student performance indicators from program concentrators show both math and reading have shown declines over the last three fiscal years. In 2021-2022 academic year, both math and reading had a sharp decline (math down 9.02%, reading down 5.25%), likely due to the COVID 19 pandemic. The following year, math rebounded (up 4.09% in 2022-2023), but overall, it is still down compared to reading. As indicators for years 5-8 of the Perkins Application cycle are projected to increase, creative and effective changes will be needed. Through CLNA data, 27% of high school teachers who completed the consortium survey have indicated the need for professional development around embedded performance indicators in reading and math in their courses. To help raise math proficiency, *Geometry in Construction* was requested by Litchfield High School to try in their construction, woodworking, and/or trade & industry courses.

E1-Need B: CTE Tutor to Address Nursing Performance Gaps (in Willmar):

Data gathered through the CLNA process showed great success in having a tutor to assist students in a specific CTE program. In Hutchinson, Nursing faculty saw this success firsthand with seven (7) of the fourteen (14) practical nursing (PN) students utilizing a tutor specifically hired for nursing students. Up to 25% of students in the registered nursing (RN) degree program. Prior to targeted intervention, four (4) of the seven (7) practical nursing students were at risk of failing their classes at semester's end. After interventions with the nursing tutor, five (5) of those seven (7) were able to progress to the next semester. Discussions with students who were not successful found that students felt that the tutor helped them, but they sought help too late in the semester. Faculty and students aligned with the registered nursing degree program reported similar results. All faculty reported that students displayed and reported increased confidence and less anxiety with skills, knowledge, and testing after working with the nurse tutor. The Willmar campus currently has a 25-50% attrition rate in the practical nursing (PN) program with 25-50% of those students identifying as English Language Learners. While students eventually move to graduate status, it is often after retaking a course(s), which adds additional time and expense. The Mid-Minnesota consortium will use reserve funding to hire a part-time nurse tutor for the Willmar campus to support both PN and RN degree seeking students.

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

PRIORITIZED NEEDS

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

E2-Need A: (Secondary/Post-Secondary): Expand Career Exploration with Consortium Partners to Encourage Continued CTE Course Enrollment at Secondary and Post-Secondary Enrollment after Graduation.

While college enrollment is improving, Ridgewater College is taking a proactive approach to look at how the college, overall, can continue to grow CTE enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 Ridgewater College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into Ridgewater College CTE programs that align with Programs of Study continue to decline.

E2-Need B (Secondary/Post-Secondary): Supporting Approved Programs with Funding to Support New Equipment, Professional Development, Software, WBL (trainings, certifications & professional development), Career Exploration, and/or Field Trips

According to Real Time Talent and DEED data, each program of study identified for our consortium meets the criteria for high-wage, high-skill, and/or high-demand. High school teachers and Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings. To prepare students for future majors and job placement, as well as continue enrollment into CTE programs, the consortium will continue to prioritize meeting industry needs by supporting improvements & upgrades in equipment, attending industry supported professional development opportunities, and supplemental curriculum options.

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

PRIORITIZED NEEDS

Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A: **(Secondary/Post-Secondary): Increase Claiming of Articulated Credits**

As indicated in Element 2, Ridgewater College is currently evaluating sustainability efforts to proactively maintain enrollment. In addition to evaluating our enrollment pipeline (outlined in Element 2, Need A), the consortium also reviewed data on claiming of articulation credits. High School teachers and Ridgewater College faculty find value in articulation. Our consortium covers the cost of maintaining our membership with Southern Regional Articulated College Credit. Prior to COVID-19, the average number of credits claimed was fifteen (15) per year. Post COVID, the average number of credits claimed was seven (7). In addition, the college has concerns about the ROI as faculty like articulated credit options and believe they're a suitable recruitment tool, but the minimal credits claimed raises questions on if the consortium should continue paying for website hosting, agreement maintenance, and consulting fees.

E3-Need B: **(Secondary/Post-Secondary): Increasing Number of Consortium Schools with Approved Healthcare Courses.**

The need is to have approved healthcare courses at our consortium of high schools. Surveys and discussions with consortium schools have stressed their desire to continue to support Healthcare Careers/Programs as a priority need (which is supported by DEED/Real Time Talent data indicating high demand, high wage, high skill in this area). However, with no teachers in our consortium of high schools eligible to teach healthcare related courses, fulfilling this priority has been a challenge.

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

PRIORITIZED NEEDS

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

E4-Need A: ***(Secondary) Pilot to Incorporate Academic and Program Standards into Course Syllabi***

Currently, our consortium is meeting the targets for math and reading indicators. However, survey data shows that 27% of teachers want to engage in discipline specific professional development. Teachers indicated through CLNA surveys that they also wanted to incorporate math and reading into their courses and syllabi. As announced, statewide math and reading indicator targets will increase over years 5-8 of the Perkins Application. In addition, it is expected that programs and teachers in CTE programs will continue to look at ways to improve their courses. While our program went through reaccreditation in FY2024, our professional development sessions held in summer 2023 indicated that teachers are more "reactionary" than "proactive" in keeping their courses updated and evolving

E4 – Need B: ***(Post Secondary): CTE Assessment Realignment to Improve Certification Exam Pass Rates in Veterinary Technology***

The Veterinary Technician (VTNE) program's recent accrediting visit by the American Veterinary Medical Association (AVMA) cited the program for low pass rates on the required certification exam. The program was placed "on probationary accreditation". Per *Standard 11, Outcomes Assessment*, programs are required to have a three-year rolling average pass percentage for first time test takers be 50% or higher. The program currently has a three-year average for June 30, 2021 – July 1, 2024, of 43.9% for students successfully completing the program of study. Faculty of the program have made incremental changes over the past two years without an impact to the certification pass rates, and a more thorough review of assessment alignment to outcomes would be useful to determine gaps in training to certification.

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

PRIORITIZED NEEDS

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

E5-Need A: (Secondary/Post-Secondary): ***Summer Camp Collaboration with CMJTS for STEM (in Hutchinson)***

Data from DEED/Real Time Talent indicate the need for continued workers in STEM careers (as defined on the “CTE Wheel”) in areas such as manufacturing, automotive, machine tool, and more. Non-traditional performance indicators show a decline in male identifying students in healthcare career concentrators and post-program enrollment. However, efforts to raise this number continue to underperform. These data also indicate female identifying students in non-traditional concentrators are high, yet post-program enrollment is extremely low. After a successful launch of Scrubs Camp in summer 2023, the consortium was approached by CMJTS to run a collaborative STEM/Trades camp. Ridgewater College and Mid-Minnesota Perkins will be connecting this camp specifically to address post-program enrollment by having a trades camp, with efforts to encourage enrollment of female identifying students.

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:	\$203,072.69	\$50,510.78	\$253,583.47
Postsecondary Allocation:	\$283,987.01	\$50,510.78	\$334,497.79
Total Consortium Allocation:	\$487,059.70	\$101,021.56	\$588,081.26

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>

UFARS Code	Brief Item Description <small>(Provide detail on Budget Narrative tab)</small>	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
												\$0.00
												\$0.00
												\$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	\$0.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
304Federal Subawards and Subcontracts - Amount over \$25,000	Perkins Coordination of Services--40% of total salary and fringe for Secondary Perkins Coordinator										\$14,625.00	\$14,625.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Equipment, software, professional development (registration, travel, sub pay); career exploration expense (travel, sub pay); Articulation meetings (travel, sub pay), WBL, etc.		\$144,852.00	\$4,000.00	\$1,000.00			\$1,600.00			\$25,000.00	\$176,452.00
												\$0.00
												\$0.00
												\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$144,852.00	\$4,000.00	\$1,000.00	\$0.00	\$0.00	\$1,600.00	\$0.00	\$0.00	\$39,625.00	\$191,077.00
430 Supplies and Materials - Non-Individualized Instructional	Southern MN Articulation Services (website, agreements)							\$1,842.69				\$1,842.69
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,842.69	\$0.00	\$0.00	\$0.00	\$1,842.69
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$10,153.00	\$10,153.00
2025-2026 Proposed Budget		\$0.00	\$144,852.00	\$4,000.00	\$1,000.00	\$0.00	\$0.00	\$3,442.69	\$0.00	\$0.00	\$49,778.00	\$203,072.69

[illegible]

in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X	X					X	X	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X					X			
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X		X						
Support integration of academic skills into CTE programs and programs of study.		X					X	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	X	
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		X					X	X	X	X
Not applicable.	X					X				

Mid-Minnesota

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
			Automotive, Healthcare	
				\$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	Curriculum expansion for Automotive careers		\$8,000.00	\$8,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Curriculum expansion for Healthcare careers		\$7,000.00	\$7,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	TECH UP workshops at high schools, externships for teachers, professional development with industry recognized professional organizations, Career Exploration (Big Ideas, Industry connections, etc)	\$18,985.00	\$9,000.00	\$27,985.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$18,985.00	\$24,000.00	\$42,985.00
400 Supplies and Materials - Non-individualized Instructional	Manufacturing Trades summer camp start up in tandem with CMJTS Trades Camp (marketing materials, industry partner presentation stipends, faculty stipends)	\$5,000.78		\$5,000.78
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$5,000.78	\$0.00	\$5,000.78
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$2,525.00
2025-2026 Proposed Budget		\$23,985.78	\$24,000.00	\$50,510.78

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

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

SECONDARY Narrative for Perkins V Application
<i>Describe how your consortium plans to use your Perkins award on Personnel expenditures (100s and 200s). Narrative for <u>each expenditure</u> 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.</i>
Based on drop down menus provided, salary for the Secondary Perkins Coordinator does not fit here, but rather under the 300's as they're based out of Ridgewater College.

<i>Describe how your consortium plans to use your Perkins award on Services and Subwards expenditures (300s). Narrative for <u>each expenditure</u> 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.</i>
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The items/expenditures requested below are tied to Narrative 2, Need B, and identified in the CLNA under Element 2: Based on CLNA surveys, updated and safe equipment including software is listed as a major barrier for school districts to develop courses for all programs of study; therefore, Perkins funds will be budgeted to continue to update and build all POS programs at consortium schools. This includes equipment, software, WBL trainings/certifications, WBL curriculum, field trips, classroom speakers/presenters, business tours, professional development events including CTE Works, Small Gas engine, MAAE, FCS conference, BPA, conference, others (travel, sub pay, stipend if off-contract, lodging, registration); career Exploration is a cornerstone of our consortium efforts. CLNA, element 2: low enrollment into 2-year post-secondary. Survey data shows that students may try classes through PSEO/CIS, enrollment remains low in CTE programs. Funds are available to continue to provide career exploration in technical programs with Teacher Take Overs, providing opportunities for students to then visit the Ridgewater College faculty and their classrooms/labs, but also to connect with alumni working in industry to help promote enrollment to the colleges (presenter stipends, bus, sub pay). . **SR-POS 1 Manufacturing Production/Production Process:** The consortium will use secondary funds to continue to provide equipment and career exploration needs at high schools. Equipment will include, but not limited to: Miller welders, welding tables, fabricators, metal lathe, metal belt sanders, router tables, virtual welders, plasma cutters, metal cutting equipment, deburring equipment, industry grade 3-D printers, software for CADD, blueprint reading, and Geometry Cord Math supplemental curriculum, etc. Consortium schools that have approved courses in Ag-Power, Structures and Technologies also provide an interdisciplinary program for welding, robotics, machining, etc. Therefore, these courses will also be eligible for Perkins funds. With the expansion and growth of the Machine Tool Technology program to the Willmar Region we will also look to add advanced CNC training equipment to ensure that students meet the workforce needs in precision machining. **SR-POS 2 & 3 Agriculture Plant Systems & Animal Systems:** Perkins funds will be used to continue to build plant and animal system programs, courses, and job shadowing opportunities. The consortium will fund equipment and supplemental curriculum with items like Reality Works animal and plant simulators, hydroponic growing towers and racks, plant watering systems, floral coolers, portable raised gardening beds for food science, professional grade meat cutting equipment such as sterilizing sinks, bandsaws, industry grade dehydrators, commercial refrigerators/freezers, egg incubators, industrial vacuum sealers for food preparation, suture curriculum, and chicken butchering equipment, as well as Veterinary Technology items like Reality Works simulators, CPR dogs, and animal venipuncture trainers. Field trips for students to explore careers as well as instructor professional development opportunities will also be funded. **SR-POS 4 Teaching/Training Early Childhood Ed:** Perkins funds will be used for sim babies (traditional, disabilities, shaken baby syndrome, childhood illnesses, etc.), child care experience simulators, pregnancy profile simulators, child development supplemental curriculum, and Varquest Cutting equipment. Funding will be available for career exploration, field trips, job shadowing, and teacher professional development. **SR-POS 5 Business:** Because the Business Pathway requires Accounting and Marketing courses, the consortium will cover requests also tied to these core areas. Perkins funding will be used to create updated marketing materials targeted to high school students in English, Spanish, and Somali that can also be shared online and at the high school to promote Accounting program options, as well as accounting/bookkeeping software, POS terminals. Funding will also be used for Marketing based courses to purchase software and supplemental curriculum for areas like social media marketing, entrepreneurship, etc. as well as field trips specific to business operations **SR-POS 6 Allied Health:** Reserve funds will continue to be used provide health career exploration events on campus for high schools within our consortium, as well as visiting industry partners through specialized field trips. Industry grade equipment for approved programs will also be considered such as Reality Works products, professional grade simulation kits, etc. **C-POS 7 Restaurant/Hospitality/Culinary:** Perkins funds will be used for high school students to explore brokered culinary programs, field trips, and for school districts to purchase commercial grade appliances and culinary/food prep equipment. Funding to provide workshops (travel, sub pay, stipend if off-contract, lodging, registration) for teachers to become trainers for entry level endorsements like 1st Aid/CPR, OSHA-10, and ServSafe Funding will also be available for secondary partners to offer Safe Serv, 1st Aid/CPR, and OSHA certifications to students to provide a credential for entry level careers in FCS, Early Childhood, and Work Based Learning. **C-POS 8 Construction:** Ag- Power, Structures and Technologies can access Perkin funds for this category as an interdisciplinary program. Perkins funds will be earmarked to continue providing industry level tools (Milwaukee, Dewalt, etc), impact drivers, power feeders for Shapers, laser engravers, router tables, miter saws, bandsaw, Saw Stops, and supplemental curriculum for continued building the construction program-of-study. **C-POS 9 Transportation Operations:** Ag Power, Structures & Technologies programs also offer course work in small gas engine and some large engine and can access. Both Ag programs(interdisciplinary) and Trades & Industry courses can access Perkins funds for equipment such as diagnostic equipment, hydraulic presses, brake lathes, AC reclaimers, part washers, etc. TOTAL: \$144,852.

Narrative #3: Continued collaboration with CMJTS for initiatives that include the eligible WIOA students. CLNA, element 2: career exploration and performance indicators for non-traditional students. Funding will cover stipends for presenters, Big Ideas sim lab/RC sim labs, travel, sub pay. TOTAL: \$4000. **Narrative #4:** Piloting Geometry in Construction math at Litchfield High School. CLNA, element 1- although meeting the performance indicators, students in special population groups are underperforming in Math. Funding will cover training and curriculum. TOTAL: \$1000 **Narrative #7:** Articulated credit remains an important part of CTE education at the high school. CLNA, element 3: not enough students are claiming credits, however. To maintain an active member of the articulated credits, more credits need to be claimed by students. Funds are available for teachers to attend articulation meetings and to attend trainings on how to use the database for up-to-date credit approval. TOTAL: \$1,600 (travel, sub pay) Funding will also be used to pay for website hosting & articulation agreement updates. TOTAL: 1842.69. TOTAL for Narrative 7: 3442.69 **Narrative #10:** CLNA elements 1-5 will need Perkins Coordinators to plan, implement, measure, and report on each of these initiatives, as well as coordinate the Mid-Minnesota Consotrium as a whole. Coordination expense (salary/benefits (40%), travel expenses for conferences, high school visits, etc): \$39,625

SECONDARY Narrative for Perkins V Application
<i>Describe how your consortium plans to use your Perkins award on Supplies and Materials expenditures (400s). Narrative for <u>each expenditure</u> 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.</i>
The items/expenditures requested below are tied to Narrative 7 and identified in the CLNA under Element 3: As a member of the Sourthern MN Articulation group, a consultant is paid for their work to manage articulation agreements, run meetings, and prepare our website. The cost for this agreement for FY26 is \$1842.00.

<i>Describe how your consortium plans to use your Perkins award on Equipment/Capital expenditures (500s). Narrative for <u>each expenditure</u> 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.</i>
None requested.

SECONDARY Narrative for Perkins V Application
<i>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.</i>
Indirect cost is \$8950 (BASIC) and \$2542.00 (RESERVE) for the fiscal agent (Southwest Service Education Coop) for secondar Perkins grant

<i>Describe how your consortium plans to use your Perkins award on Reserve expenditures (from 475 tab). Narrative for <u>each expenditure</u> 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.</i>
--

The following items are tied to **Program of Study Improvements: 303**: Curriculum development for Auto Tech and Health Careers--CLNA elements #2,3, 5 These areas need more courses and more resources at the secondary to meet the workforce need of the region. TOTAL: \$15,000. **430**: TECH Up. Externship, and Discipline Specific PD with Industry Recognized Professional Organization stipends for teachers/instructors in developing/updating curriculum and learning new skills--CLNA element 2 as well as CLNA survey data indicating the continued need for professional development and skill building as it is not offered through the district. TOTAL: \$9000

The following items are tied to the **Performance Gaps: 430** : Narrative 5, Need A (CLNA Element 5): Collaboration with Central MN Jobs & Training to provide a Manufacturing Trades Camp camp. Funding for start-up (marketing, industry partner presentation stipends, faculty stipends when off contract)--CLNA element 5 as career camps benefit special populations students as outlined by MDE performance indicators. TOTAL: \$5000.78 TECH Up. Externship, and Discipline Specific PD with Industry Recognized Professional Organization stipends for teachers/instructors in developing/updating curriculum and learning new skills--CLNA element 2 as well as CLNA survey data indicating the continued need for professional development and skill building as it is not offered through the district. TOTAL: \$18,985.

Narrative Funding--Postsecondary

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
Coordination	PS Coordination & Supervision of Secondary Coord: .20 FTE										\$34,020.00	\$34,020.00
	Secondary 1.0 FTE Total (Funding for position is split as follows: 40% Secondary funds, 40% Post-Secondary funds, 20% College General Fund)										\$39,623.00	\$39,623.00
Secondary Coordination												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$73,643.00	\$73,643.00
Equipment and software	POS's equipment, supplemental curriculum needs to match industry standards, and build student skills		\$110,578.00									\$110,578.00
Equipment	Vet Tech Equipment Upgrades		\$50,000.00									\$50,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$160,578.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$160,578.00
Faculty Stipends for curriculum and assessment off-contract.	CTE Assessment Realignment to Improve Certification Exam Pass Rates in Vet Tech				\$15,000.00							\$15,000.00
Faculty and Staff Professional Development	Prof. dev. for faculty and staff for industry related workshops and conferences.		\$13,066.00									\$13,066.00
Career Exploration	Stipends for college faculty during summer camps (Trades & Scrubs Camps		\$2,500.00			\$2,500.01						\$5,000.01
Career Exploration	EXPLORE and IGNITE related expenses; Career events in situ,		\$2,500.00									\$2,500.00
												\$0.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$18,066.00	\$0.00	\$15,000.00	\$2,500.01	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,566.01
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$14,200.00	\$14,200.00
2025-2026 Proposed Budget		\$0.00	\$178,644.00	\$0.00	\$15,000.00	\$2,500.01	\$0.00	\$0.00	\$0.00	\$0.00	\$87,843.00	\$283,987.01

[illegible]

Mid-Minnesota

Reserve Funding--Postsecondary

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Automotive, Healthcare	
Nurse Tutor		\$47,985.78		\$47,985.78
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$47,985.78	\$0.00	\$47,985.78
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$2,525.00
2025-2026 Proposed Budget		\$47,985.78	\$0.00	\$50,510.78

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

Personnel expenses are related to:

- \$34K offsetting the time and energy commitment of the Post-Secondary coordinator to better reflect the commitment to meeting grant goals and coordinating the outcomes. Narrative 10
- \$39.6K post-secondary contribution toward the secondary coordinator position, to meeting grant goals and coordinating the outcomes. Narrative 10

*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.*

All programs were asked to identify equipment and supplemental curriculum needs and Allied Health and Veterinary Technology identified the following for FY26, which aligns under **Narrative 2 (CLNA, element 2, need B)**: According to Real Time Talent and DEED data, each program of study identified for our consortium meets the criteria for high-wage, high-skill, and/or high-demand. High school teachers and Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings and support continued improvements in equipment, professional development, and curriculum to best improve enrollment into CTE programming, but to also prepare students for future majors and job placement.

- \$110,578 – Allied Health Programs (Practical Nursing/Associates Degree Nursing, Medical Assistant, Paramedic): Industry grade equipment to meet the needs of the increased number of students on both campuses, such as learning stations for hands-on time per student, manikins for OB/GYN, medical complications (stroke, seizures, etc), EMR charting system software to simulate a true clinic/hospital setting. Supplemental curriculum tied to the Health Science Reasoning Test to assess pre-nursing students for their success in the program.
- \$50,000 – Veterinary Technician: updating older and less safe equipment and adding new technology to better prepare students for currency in the job market

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.*

Narrative 2 (CLNA, element 2, need A & B): \$2,500 – Career Exploration in-situ Events; in addition to the above there is a need to meet potential students where they are and deliver specific career and education options directly to individuals in the community. Faculty will also bring students to a variety of worksites for exploration of the variety of options in their chosen field. The Consortium will also support high schools by providing funding for bussing to attend career exploration days on the Ridgewater College campus to introduce them to available careers in CTE areas such as IGNITE, EXPLORE, and class specific, personalized career exploration visits.

\$13066 – Professional Development for Faculty and Staff; Ridgewater College faculty, along with advisory board members, and the Mid-MN Perkins Consortium Leadership team support the data findings and support continued improvements for professional development. Opportunities for professional educator growth can be developed from discipline specific professional/ industry supported organizations and assist to prepare students for future majors and job placement.

\$2,500 –Allied Health faculty stipends for leading hands-on exploration activities during Scrubs Camp in summer 2026 done in collaboration with CMJTS (as mentioned in Narrative 5).

Narrative 4 (CLNA, element 4, need B): \$15000 – stipends for college Faculty Curriculum and Instruction Specialists along with the Faculty Assessment Specialist evaluation of performance gaps across the program with possible realignment to Improve certification exam pass rates during off-contract summer time towards goal of achieving satisfaction first time pass rates towards removal of probationary accreditation status.

Narrative 5 (CLNA, element 5, need A): \$2500 – Stipends for college faculty to provide hands-on exploration activities during our camps run collaboratively with CMJTS for Trades camp

*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.*

The consortium plans to use Perkins award indirect costs (administration) in the amount of 5% to offset overhead costs associated with managing the grant funds for HR, Business Services, utilities and facilities related expenses not explicitly itemized in other areas of the application.

*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.*

On the post-secondary side, in fall 2023 a part time Nurse Tutor was hired mid-semester to assist nursing students on the Hutchinson campus. Nursing students struggle with the rigorous content, and the academic tutor team saw a need for a nursing specific tutor. CLNA data (CLNA element 1, Need C) shows that Instructors and students saw an almost immediate positive impact in student success with students achieving half-to-a-full-grade higher on tests and assignments with the Nurse Tutor interventions. Students on the Willmar campus may also experience similar success with a Nurse Tutor that could address not only the academic struggles but have a focus on assisting diverse students – particularly students that are Multi-Language Learners. TOTAL: \$47,985.78

Consortium Plan: Budget Summary 2022-2023

<div> <div>Mid-Minnesota</div> <div> July 1, 2025 - June 30, 2026 (FY26) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$144,852.00		\$144,852.00
	Postsecondary		\$178,644.00	\$178,644.00
	Total	\$144,852.00	\$178,644.00	\$323,496.00
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$4,000.00		\$4,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$4,000.00	\$0.00	\$4,000.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$15,000.00	\$15,000.00
	Total	\$1,000.00	\$15,000.00	\$16,000.00
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$2,500.01	\$2,500.01
	Total	\$0.00	\$2,500.01	\$2,500.01
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 7: Early College	Secondary	\$3,442.69		\$3,442.69
	Postsecondary		\$0.00	\$0.00
	Total	\$3,442.69	\$0.00	\$3,442.69
Narrative 8: Support for Professionals	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 10: Governance	Secondary	\$49,778.00		\$49,778.00
	Postsecondary		\$87,843.00	\$87,843.00
	Total	\$49,778.00	\$87,843.00	\$137,621.00
Narrative 11: Reserve Funds	Secondary	\$50,510.78		\$50,510.78
	Postsecondary		\$50,510.78	\$50,510.78
	Total	\$50,510.78	\$50,510.78	\$101,021.56
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$12,678.00		\$12,678.00
	Postsecondary		\$16,725.00	\$16,725.00
	Total	\$12,678.00	\$16,725.00	\$29,403.00
PLAN TOTALS	Secondary	\$253,583.47		\$253,583.47
	Postsecondary		\$334,497.79	\$334,497.79
	Total	\$253,583.47	\$334,497.79	\$588,081.26

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$203,072.69	\$50,510.78	\$253,583.47
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$283,987.01	\$50,510.78	\$334,497.79
Budget Over /Short	\$0.00	\$0.00	\$0.00

Completing the Program of Study Spreadsheet

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

Mid-Minnesota Perkins Consortium

There is information to complete on EACH of the three FY24 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.**

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)	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)	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)	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds (OPTIONAL)	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—CAREERwise](#)

[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)
Mid-Minnesota Perkins 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]



[Secondary Consortium Leader]



[Postsecondary Consortium Leader]

Mid-Minnesota Partners Consortium	POS 1		POS 2		POS 3		POS 4		POS 5	POS 6	POS 7	POS 8	POS 9	POS 10
Current Field	Business_Management_Administrative	Business_Management_Administrative	Agriculture_Food_Natural_Resource	Agriculture_Food_Natural_Resource	Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Sciences	Arts_Communications_Information_Sciences						
Career Cluster	Business_Management_and_Administrative	Business_Management_and_Administrative	Agriculture_Food_and_Natural_Resource	Agriculture_Food_and_Natural_Resource	Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications						
Career Pathway	General_Management	Administrative_Support	Food_Products_and_Processing_Systems	Food_Products_and_Processing_Systems	Therapeutic_Services	Therapeutic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Cinematography						
High Schools & Approved CTE Programs (Table C)	(J4732) Ashby, Bertha-Hewitt, Brainerd, Brownsville, Hastings, Isle, Little Falls, Pier Maré, Pillsbury, Pine River-Sankus, Sebeka, Vermilion, Wadena-Deer Creek		(J53001) Calmaria, Cannon-Falls, Chertford, Crown-Point, Edmore Central, Goodhue, Jensen-Rhodesburg, Lake-Cro, Lumberton, Lumberton-Mark, Plainview, Red Wing, Rushford-Pequot, St. Charles, Spring Grove, Winona, Zimmerman-Margaret		(J73282) Howard-Lake-Waiteville-Windeth, St. Cloud-Wright Technical Center		(J73282) Grand Rapids							
Postsecondary Partner Institutions	Central Lakes_College_001	Northland_Community_Technical_College_002	Overland_Community_College_001	South_Central_College_004	StCloud_Technical_Community_College_073	StCloud_Technical_Community_College_006	Lake_Superior_College_003	Century_College_006	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #1	Business Management	Administrative Office Specialist	Food Science	Agribusiness Service Technician	Surgical Technology	Cardiovascular Technology	Media Studies and Production	Online Video Content Creator	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #2	Business Entrepreneurship	Administrative Professional	Food Science Technology	Please Select...	Practical Nursing	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...	Please Select...
State-Mandated Funding Priority	Priority 2		Priority 1		Priority 1		Priority 9							
Interdisciplinary CTE-Related Courses (optional)	Little Falls—023901—403		Pillsbury-Henry—083301—401		Rushford-Pequot—173280—401 Red Wing—173730—401		Grand Rapids—146730—400							

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.

MDE Program Area	Program Code	Program of Study--Field	Program of Study--Cluster	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Trade and Industry	170302	Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics	Transportation	#20-#81
	171710		Pathway: Facility & Mobile Equipment Maintenance		#67-#69
	170302	Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics	Transportation	#20-#81
	171710		Pathway: Transportation Operations		#67-#69
Trade and Industry	171000	Engineering, Manufacturing, Technology	Architecture and Construction	Construction	#20-#56
Trade and Industry	171502	Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Communication Technology	#20-#88
Trade and Industry	171512	Arts, Communications, Information Systems	Information Technology	Computer Science/Information Technology	#01-#36
	170302	Engineering, Manufacturing, Technology	Manufacturing	Manufacturing	#01-#12
	171000				#01-#12
	171502				#01-#12
	171710				#01-#12; #66
Trade and Industry	171710	Engineering, Manufacturing, Technology	Manufacturing	Manufacturing	#01-#71
	171000		Pathway: Manufacturing Production Process Development		#01-#56
	170302				#50-#53
	171710	Engineering, Manufacturing, Technology	Manufacturing	Manufacturing - Welding	#30-#33
	171000		Pathway: Production		#41-#42
	170302				#60-#62
	171710	Engineering, Manufacturing, Technology	Manufacturing	Manufacturing	#20-#71
			Pathway: Maintenance, Installation and Repair		
Business and Marketing	140710	Business, Management, and Administration	Marketing	Marketing Communications	#45-#51
	040800		Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Marketing Management	#01-#12
Business and Marketing	140710	Business, Management, and Administration	Business Management and Administration	Business Management	#30-#39
	040800		Pathways: Operations Management, Business Information Management, Human Resources Management, General Management		#13 & #15
Business and Marketing	140710	Business, Management, and Administration	Business Management and Administration	Administrative Support	#07-#14
			Pathway: Administrative Support		
Business and Marketing	140710	Business, Management, and Administration	Finance	Accounting and Finance	#18-#26
	040800		Pathways: Accounting, Business Finance; Securities and Investment		#14
Business and Marketing	140710	Business, Management, and Administration	Hospitality and Tourism	Hospitality and Tourism Management	#55-#60
	040800		Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism		#16
Business and Marketing	140710	Arts, Communications, Information Systems	Information Technology	Information Technology	#74-#80
			Pathway: Programming and Software Development		
	140710	Arts, Communications, Information Systems	Information Technology	Information Technology	#64-#73 & #76-#77
			Pathway: Web and Digital Communications		
AFNR	019901	Agriculture, Food, and Natural Resources	Agribusiness Systems	Agribusiness Systems	#05-#14
AFNR	019901	Agriculture, Food, and Natural Resources	Animal Systems	Animal Systems	#15-#29
AFNR	019901	Agriculture, Food, and Natural Resources	Plant Systems	Plant Systems	#30-#44
AFNR	019901	Agriculture, Food, and Natural Resources	Natural Resources Systems	Natural Resources, Energy, and Environmental Service Systems	#45-#53
			Environmental Service Systems		#54-#59
AFNR	019901	Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	Power, Structural, and Technical Systems	#60-#74
				Biotechnology Systems	#85-#90
AFNR	019901	Agriculture, Food, and Natural Resources	Food Products and Processing Systems	Food Products and Processing Systems	#75-#84
Health Science	070300	Health Science	Biotechnology Research and Development	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	070300	Health Science	Diagnostic Services	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	070300	Health Science	Support Services	Allied Health Services	#01-#04; #30-#38
Health Science	070300	Health Science	Health Informatics	Health Science Introduction	#01-#04
Health Science	070300	Health Science	Therapeutic Services	Emergency Medical Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45
	070101			Dental Services	#01-#04; #45
FCS	090101		Hospitality and Tourism	Culinary/Hospitality/Food Science	#01; #06; #16-28
		Business, Management, and Administration	Pathway: Restaurants and Food/Beverage Services	Culinary/Hospitality	#01-#07
Service Occupations	090301			Hospitality Management	#08-#12
				Hospitality Service Careers: Tourism/Recreation	#18-#21
FCS	090101	Human Services	Education and Training	Early Childhood Guidance & Education Careers	#01; #06; #40-42
Service Occupations	090201		Pathways: Professional Support Services; Teaching & Training	Education & Training Careers	#01; #06; #46-48
FCS	090101	Engineering, Manufacturing, Technology	Manufacturing		#01-#07
Service Occupations	090204		Pathway: Manufacturing Production and Development	Fashion, Apparel & Interior Design	#01; #06; #57-74
FCS	090101	Engineering, Manufacturing, Technology	Architecture and Construction		#05-#11
Service Occupations	090204		Pathway: Design/Pre-Construction	Fashion, Apparel & Interior Design	#01; #06; #57-74
FCS	090101	Human Services	Human Services Pathway		#05-#11
			Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	Families & Community Service	#01; #06; #34-36
				Early Childhood Guidance & Education Careers	#01; #06; #40-42
				Human Services & Service Learning	#01; #06; #53-54
FCS	090101	Human Services	Human Services Pathway	Consumerism/Resource Management	#10-#13
			Pathway: Consumer Services		
Service Occupations	090204	Human Services	Human Services Pathway	Cosmetology	#01-#03
			Pathway: Cosmetology		
Service Occupations	090401	Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Careers	#01-#07
			Pathway: Law Enforcement Services	Family & Community Service	#08-#09

Mid-Minnesota Perkins Consortium	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Human_Services	Human_Services	Business_Management_Administration	Business_Management_Administration	Health_Science_Technology	Health_Science_Technology
Career Cluster	Manufacturing	Manufacturing	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Education_and_Training	Education_and_Training	Business_Management_and_Administration	Business_Management_and_Administration	Health_Science	Health_Science
Career Pathway	Production	Manufacturing_Production_Process_Development	Animal_Systems	Agribusiness_Systems	Plant_Systems	Power_Structural_and_Technical_Systems	Teaching_Training	Teaching_Training	General_Management	General_Management	Therapeutic_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	170302: Hutchinson 171000: Dassel Cokato, Hutchinson, Lester Prairie, Litchfield, New London-Spicer 171710: BBE, Dassel-Cokato, Hutchinson, Litchfield		019901: ACGC, BBE, BOLD, Buffalo Lake-Hector-Stewart, Dassel Cokato, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, KMS, Litchfield, MACCRAY, New London-Spicer, Sibley East, Willmar		019901: ACGC, BBE, BOLD, Buffalo Lake-Hector-Stewart, Dassel Cokato, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, KMS, Litchfield, MACCRAY, New London-Spicer, Sibley East, Willmar		090101: ACGC, BBE, BOLD, Dassel-Cokato, GFW, Glencoe-Silver Lake, Hutchinson, KMS, Litchfield, New London-Spicer		140710: BBE, GFW, KMS, Litchfield, Sibley East, Willmar		070300: GFW, Sibley East	
Postsecondary Partner Institutions	Ridgewater_College_056	Ridgewater_College_041	Ridgewater_College_005	Ridgewater_College_004	Ridgewater_College_053	Ridgewater_College_054	Ridgewater_College_071		Ridgewater_College_025		Ridgewater_College_073	
Postsecondary CTE Program #1	Welding	Computer Aided Drafting and Design	Poultry Management	Dairy Management	Agronomy Technology	Agriculture Power and Equipment Technician	Early Childhood Education		Business Transfer Pathway		Medical Assistant	
Postsecondary CTE Program #2	Entry Level Welder	CNC Technician	Veterinary Technology	Farm Operation and Management	Precision Agriculture		Early Childhood Education Transfer Pathway				Practical Nursing	
Postsecondary CTE Program #3	Industrial Welding	Nondestructive Testing Technology		Agri Business			Special Education Transfer Pathway				Nursing (MANE)	
Dual Enrollment Opportunities	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes		Yes	
Recognized Secondary Credentials:												
Approved Work-based Learning Programs	000750: Hutchinson, Litchfield, Willmar 009090: ACGC, BBE, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, Litchfield, Sibley-East, DREAM Technical Academy, Willmar 009095: Eden Valley-Watkins		000750: Hutchinson, Litchfield, Willmar 009090: ACGC, BBE, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, Litchfield, Sibley-East, DREAM Technical Academy, Willmar 009095: Eden Valley-Watkins		000750: Hutchinson, Litchfield, Willmar 009090: ACGC, BBE, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, Litchfield, Sibley-East, DREAM Technical Academy, Willmar 009095: Eden Valley-Watkins		000750: Hutchinson, Litchfield, Willmar 009090: ACGC, BBE, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, Litchfield, Sibley-East, DREAM Technical Academy, Willmar 009095: Eden Valley-Watkins		000750: Hutchinson, Litchfield, Willmar 009090: ACGC, BBE, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, Litchfield, Sibley-East, DREAM Technical Academy, Willmar 009095: Eden Valley-Watkins		000750: Hutchinson, Litchfield, Willmar 009090: ACGC, BBE, Eden Valley-Watkins, GFW, Glencoe-Silver Lake, Hutchinson, Litchfield, Sibley-East, DREAM Technical Academy, Willmar 009095: Eden Valley-Watkins	
Certification and Industry Recognized Credential							1st Aid/CPR					
Recognized Postsecondary Credentials:												
Academic Award	AAS, DIP (Welding), Cert (Entry Level Welding), DIP (Industrial Welding), Internship	AAS (CADD, CNC, NDT), Cert (CADD, CNC), DIP (CADD, CNC, NDT), Internship	Cert (Poultry), AS (Vet Tech)	AAS, Cert, DIP	AAS, Cert (Precision Ag), Cert, DIP (Agronomy)	DIP	AS (Ed & Special Ed pathway), Cert (Early Childhood, Special Ed), Internship		AS		AS (Nursing), AAS, Cert, Dip (Medical Assistant), Dip (Practical Nursing), Clinicals	
Work-based Learning Licensure, Certifications, and/or Industry Recognized Credentials	AWS Certified Welding Inspector		Certified Veterinary Assistant		Precision Farming, Commercial Application, Crop Advisory Certification		Certified Child Development Associate; Paraprofessional		CPA		Licensure/certification in CNA, LPN, RN	

Mid-Minnesota Parkland Consortium	POS 1		POS 2		POS 3		POS 4		POS 5		POS 6		POS 7		POS 8		POS 9	
Career Field Career Cluster Career Pathway High Schools & Approved CTE Programs Table C1 Postsecondary Partner Institutions Postsecondary CTE Program #1 Postsecondary CTE Program #2 Postsecondary CTE Program #3 State-Recognized Funding Priority Interdisciplinary CTE-Related Courses (optional)	Engineering/Manufacturing Technology Manufacturing Production 172000: Diesel Cabins, Hutchinson, Lester Prairie, New London-Spicer 171100: BME, Diesel Cabins, Hutchinson, Litchfield 171300: Hutchinson, Wilmar Ridgewater_College_D04 Welding Industrial Welding Entry-Level Welder Yes Priority 1 A1NA1 (018901) Course Numbers: 60, 61, 62, 63	Engineering/Manufacturing Technology Manufacturing Manufacturing Production/Process/Operations Animal Systems 018901: AGSC, BME, BOLD, Buffalo Lake Hector Stewart, Diesel Cabins, Eden Valley Watkins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, M&CCH&H, New London-Spicer, Sibley East, Wilmar Ridgewater_College_D04 CNC Technician Computer Aided Drafting and Design Nondestructive Testing Technology Yes Priority 1	Agriculture/Food/Natural Resources Agriculture/Food/Natural Resources Agriculture/Food/Natural Resources Animal Systems 018901: AGSC, BME, BOLD, Buffalo Lake Hector Stewart, Diesel Cabins, Eden Valley Watkins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, M&CCH&H, New London-Spicer, Sibley East, Wilmar Ridgewater_College_D03 Veterinary Technology Poultry Management Dairy Management Yes Priority 1	Agriculture/Food/Natural Resources Agriculture/Food/Natural Resources Agriculture/Food/Natural Resources Plant Systems 018901: AGSC, BME, BOLD, Buffalo Lake Hector Stewart, Diesel Cabins, Eden Valley Watkins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, M&CCH&H, New London-Spicer, Sibley East, Wilmar Ridgewater_College_D03 Precision Agriculture Agriculture Power and Equipment Technicians Agronomy Technology Agricultural Science and Technology Yes Priority 1	Agriculture/Food/Natural Resources Agriculture/Food/Natural Resources Agriculture/Food/Natural Resources Power Structural and Technical Skills 018901: AGSC, BME, BOLD, Buffalo Lake Hector Stewart, Diesel Cabins, Eden Valley Watkins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, M&CCH&H, New London-Spicer, Sibley East, Wilmar Ridgewater_College_D04 Precision Agriculture Agriculture Power and Equipment Technicians Agronomy Technology Agricultural Science and Technology Yes Priority 1	Human Services Education and Training Teaching/Training 080101: AGSC, BME, BOLD, Diesel Cabins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, New London-Spicer Ridgewater_College_D71 Early Childhood Education Early Childhood Education Transfer Pathway Special Education Transfer Pathway Yes Priority 2	Human Services Education and Training Teaching/Training 080101: AGSC, BME, BOLD, Diesel Cabins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, New London-Spicer Ridgewater_College_D71 Business Transfer Pathway Yes Priority 2	Business/Management/Administration Business/Management/Administration Business/Management/Administration General Management 140710: BME, QFW, Glenview Silver Lake, K&M, Litchfield, Sibley East, Wilmar Ridgewater_College_D31 Business Transfer Pathway Yes Priority 3	Business/Management/Administration Business/Management/Administration Business/Management/Administration General Management 140710: BME, QFW, Glenview Silver Lake, K&M, Litchfield, Sibley East, Wilmar Ridgewater_College_D31 Business Transfer Pathway Yes Priority 3	Health Science/Technology Health Science/Technology Health Science Therapeutic Services 070300: QFW, Sibley East Ridgewater_College_D71 Medical Assistant Practical Nursing Nursing (NARS) Yes Reserve	Health Science/Technology Health Science/Technology Health Science Therapeutic Services 070300: QFW, Sibley East Ridgewater_College_D71 Medical Assistant Practical Nursing Nursing (NARS) Yes Reserve	Business/Management/Administration Business/Management/Administration Business/Management/Administration Hospitality and Tourism Restaurants and Food/Beverage Services 090101: AGSC, BME, BOLD, Diesel Cabins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, New London-Spicer, Sibley East McLeod_Technical_Community_College_D04 Culinary Arts Yes Priority 2	Business/Management/Administration Business/Management/Administration Business/Management/Administration Hospitality and Tourism Restaurants and Food/Beverage Services 090101: AGSC, BME, BOLD, Diesel Cabins, QFW, Glenview Silver Lake, Hutchinson, K&M, Litchfield, New London-Spicer, Sibley East McLeod_Technical_Community_College_D04 Culinary Arts Yes Priority 2	Engineering/Manufacturing Technology Engineering/Manufacturing Technology Architecture and Construction Construction 171000: BME, Diesel-Cabins, Hutchinson, Lester Prairie, Litchfield, New London-Spicer, Wilmar Ridgewater_College_D11 Carpentry Electrician Yes Priority 2	Engineering/Manufacturing Technology Engineering/Manufacturing Technology Architecture and Construction Construction 171000: BME, Diesel-Cabins, Hutchinson, Lester Prairie, Litchfield, New London-Spicer, Wilmar Ridgewater_College_D11 Carpentry Electrician Yes Priority 2	Engineering/Manufacturing Technology Engineering/Manufacturing Technology Transportation, Distribution, and Logistics Facility and Mobile Equipment/Maintenance Safety and Mobile Equipment/Maintenance 170300: Hutchinson Ridgewater_College_D21 Auto Body Collision Technology Automotive Service Technology Yes Reserve	Engineering/Manufacturing Technology Engineering/Manufacturing Technology Transportation, Distribution, and Logistics Facility and Mobile Equipment/Maintenance Safety and Mobile Equipment/Maintenance 170300: Hutchinson Ridgewater_College_D21 Auto Body Collision Technology Automotive Service Technology Yes Reserve	

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MDE Control #	District #	School Name	Department/Program that owns the equipment	Room number/Lab at the high school where equipment is located	Date Acquired	Description of equipment	Identifying info: serial /model #, etc.	Asset Tag Number	Total cost of equipment	Amount funded w/Perkins funds	Inventory labeled	Date of last inventory Validation & Staff Member's Name (first & last)
2396		Atwater-Cosmos-Grove City	Ag Dept.		6/1/2019	Micro Sissors	60843485, 60843481		\$770.00		\$770.00 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Ag Dept.		6/6/2021	Microscopes CFL MS	7124100, 71214126, 51041596, 71214283, 71214442, 71214472, 1600008063, 61008065		\$1,435.00		\$1,435.00 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Ag Dept.		3/21/2023	Toolbox wrenches, socket sets	Masterforce		\$894.41		\$894.41	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	FCS		4/12/2023	ReziCare Babies & Accessories (3)	ReziCare		\$8,465.66		\$8,465.66	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Industrial Tech Dept.		2/12/2020	Turning Tool Set	11140		\$377.99		\$377.99 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Industrial Tech Dept.		2/22/2020	Jet 16 x 42 Wood Lathe	#822431		\$1,988.98		\$1,988.98 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Industrial Tech Dept.		3/15/2021	CNC Sank Pro Plus HD	5148		\$3,799.99		\$3,799.99 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Industrial Tech Dept.		2/9/2021	Ultimate 2 40 Printer (2)	RMKUM3		\$4,948.00		\$4,948.00 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Industrial Tech Dept.		4/22/2016	548H 6" Jointer with Helical	#838341		\$1,487.00		\$1,487.00 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City	Industrial Tech Dept.		2/1/2017	Timeaware 37" Widebelt Sander	230 V 3 Phase WMS 16039MP		\$16,000.00		\$16,000.00 Y	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City		Metal lab/supplies	11/1/2021	small gas engine	165437, 682246, 002346, 002350		\$470.81		\$470.81	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			5/20/2019	2 - Welding helmets	LINK 3028-3		\$571.82		\$571.82	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			5/20/2019	2 - Welding helmets	LINK3028-3		\$571.82		\$571.82	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			1/9/2020	Innoswaker	R375		\$1,500.00		\$1,500.00	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			1/31/2020	Makita Grinder	XAG11T		\$299.23		\$299.23	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			4/5/2020	DeWalt Circular Saw	DWE197558		\$119.00		\$119.00	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			4/6/2020	Dust Extractor	DWA012		\$470.81		\$470.81	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			4/6/2020	DeWalt Sander	DWE421		\$58.19		\$58.19	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			4/19/2021	Plant Models	40510170		\$3,148.95		\$3,148.95	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			5/7/2021	Router	EX280 XT		\$44,323.00		\$44,323.00	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			5/12/2021	Bench Vice	BV-3P		\$351.00		\$351.00	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			5/12/2021	3 Ton Press	AD-3R		\$545.00		\$545.00	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			1/7/2022	3D scanner	EinScan white light desktop		\$1,199.00		\$1,199.00	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			1/7/2022	(2) Arc Welders	Rogue SE 180		\$1,500.00		\$1,500.00	Spring 2024 by high school staff
2396		Atwater-Cosmos-Grove City			5/4/2022	Saw	1CS51280-52		\$4,298.00		\$4,298.00	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	Ag		3/29/2020	Smartboard	5MA58680		\$2,078.00		\$2,078.00 Y	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	Ag		5/22/2024	NS Pressure Washer 3.0GPM	#15781820		\$999.99		\$999.99 Y	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	Ag		10/1/2015	Tool Chest	41" B Dr Tool Chest Gm		\$349.00		\$349.00	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	Ag		10/10/2015	Tool Chest	41" 110R Tool Cabinet Gm		\$449.00		\$449.00	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	Ag		8/1/2016	Porter Cable belt sander		\$329.00		\$329.00	Spring 2024 by high school staff	
2396		Belgrade-Brookton-Eloso	Ag		5/3/2023	Masterforce 20 V Cordless 1/2" Impact wrench		\$199.99		\$199.99	Spring 2024 by high school staff	
2396		Belgrade-Brookton-Eloso	Ag		5/3/2023	Masterforce BOOST Brushless Cordless Driver		\$249.00		\$249.00	Spring 2024 by high school staff	
2396		Belgrade-Brookton-Eloso	Ag		5/10/2023	Masterforce BOOST 38 V 4 tool combo set with impact drivers (3)		\$299.97		\$299.97	Spring 2024 by high school staff	
2396		Belgrade-Brookton-Eloso	Business		3/29/2020	Smartboard	5MA58680		\$2,078.00		\$2,078.00	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	Business		1/14/2022	Virtual Business Accounting software		\$1,295.00		\$1,295.00	Spring 2024 by high school staff	
2396		Belgrade-Brookton-Eloso	FACS		11/1/2021	Connection Owens (2)						Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		2/1/2025	Sewing Machines						Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		8/16/2021	ReziCare Baby 3	skin tone- female skin tone E-mail, skin tone G-mail		\$2,547.00		\$2,547.00 Y	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		6/7/2023	Sewing Machines (4)	Janome 500		\$1,396.00		\$1,396.00 Y	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		9/11/2023	Frigidare Refrigerator	FFTR1814LWG, BA32637482		\$519.00		\$519.00	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		9/1/2015	Mixer	Kitchen Aid		\$314.99		\$314.99 Y	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		9/1/2015	Ramp	Meytag stainless steel		\$800.00		\$800.00	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		8/1/2016	Sewing Machine	Janome Sewist 500		\$399.00		\$399.00	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		8/13/2019	Stainless steel prep tables (3)	Z49015H		\$795.15		\$795.15	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		3/1/2020	41" tool chest / 41" tool cab	Z4245193 / Z451932		\$399.99 / \$489.99		\$399.99 / \$489.99	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		6/30/2021	CNC Router	BMF 4848		\$15,000.00		\$15,382.65	Spring 2024 by high school staff
2396		Belgrade-Brookton-Eloso	FACS		4/20/2022	Mill/Metric	255 PKG w/ EZ Latch		\$7,390.00		\$7,390.00	Spring 2024 by high school staff
2534	BOLD		Ag		4/1/2009	Smart Board	SMB80-R2-710169		\$1,203.00		\$1,203.00 Y	Spring 2024 by high school staff
2534	BOLD		Ag		4/1/2009	Epson 3LCD Projector	KM3F91132L		\$554.00		\$554.00	Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2010	Welding Helmets		\$720.27		\$720.27		Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2021	Innoswaker	40 Ton MP4000		\$2,895.00		\$2,895.00	Spring 2024 by high school staff
2534	BOLD		Ag		2/1/2021	Welding Helmets (20)	Auto Dark		\$819.88		\$819.88	Spring 2024 by high school staff
2534	BOLD		Ag		5/1/2016	Torch Outfits (5)		\$15,522.95		\$15,522.95		Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2016	Cumstimer- 52	208-230/40V 5/20		\$1,567.20		\$1,567.20 Y	Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2017	Sander	BEV A24 Variable Speed ups		\$288.94		\$288.94	Spring 2024 by high school staff
2534	BOLD		Ag		7/1/2017	Band Saw	JWB5 18-3 18"		\$2,300.00		\$2,300.00	Spring 2024 by high school staff
2534	BOLD		Ag		3/28/2020	Tower Garden Home System Tower Garden Flex System	Flex system- white base / Home system- green base		970 / 620		970 / 620	Spring 2024 by high school staff
2534	BOLD		Ag		6/16/2021	Laser Engraver Cutter	DMTECH		\$529.99		\$529.99	Spring 2024 by high school staff
2534	BOLD		Ag		4/6/2022	Saw Stop Saw - 10 in Contractor	CN51750 TP2 236		\$2,299.99		\$2,299.99	Spring 2024 by high school staff
2534	BOLD		Ag		4/12/2023	Vet Science Pathway Package		\$5,676.28		\$5,676.28		Spring 2024 by high school staff
2534	BOLD		Business		6/1/2020	HP LaserJet 2020		\$399.99		\$399.99 Y		Spring 2024 by high school staff
2534	BOLD		Business		4/1/2009	Smart Board	Q6455A		\$1,203.00		\$1,203.00 Y	Spring 2024 by high school staff
2534	BOLD		Business		4/1/2009	Smart Board	SMB80-R2-708531		\$1,203.00		\$1,203.00 Y	Spring 2024 by high school staff
2534	BOLD		Business		4/1/2009	Epson 3LCD Projector	KM3F911424L		\$554.00		\$554.00	Spring 2024 by high school staff
2534	BOLD		Business		6/1/2010	Microphone Dsk Industries (2)	#216		\$522.00		\$522.00	Spring 2024 by high school staff
2534	BOLD		Business		6/1/2010	Speaker System Logitech	#212916036		\$147.97		\$147.97	Spring 2024 by high school staff
2534	BOLD		FACS		4/1/2009	Marvie Saw	RW3710199		\$569.00		\$569.00	Spring 2024 by high school staff
2534	BOLD		FACS		4/1/2009	Smart Board	SMB80-R2-709519		\$1,203.00		\$1,203.00 Y	Spring 2024 by high school staff
2534	BOLD		FACS		4/1/2009	Epson 3 LCD Projector	KM3F911328L		\$554.00		\$554.00	Spring 2024 by high school staff
2534	BOLD		FACS		3/1/2020	Refrigerator Arctic Air	#R2ZCW16 Serial-#WAO0201851		\$1,469.00		\$1,469.00 Y	Spring 2024 by high school staff
2534	BOLD		FACS		3/1/2010	Marvie Refrigerator	#250P9V62 Serial #KX964992		\$899.00		\$899.00	Spring 2024 by high school staff
2534	BOLD		FCS		5/18/2021	ReziCare 3 Baby	10280301		\$929.00		\$929.00	Spring 2024 by high school staff
2534	BOLD		Ag		4/20/2007	Saw	Panel Saw		\$1,547.98		\$1,547.98	Spring 2024 by high school staff
2534	BOLD		Ag		11/1/2007	Band Saw	Delta XS 14" - 811-828		\$1,540.00		\$1,540.00	Spring 2024 by high school staff
2534	BOLD		Ag		11/7/2008	Sander	Drum 18" 36"		\$1,458.89		\$1,458.89	Spring 2024 by high school staff
2534	BOLD		Ag		11/24/2008	Drill	Milwaukee cordless		\$399.98		\$399.98	Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2010	Printer	CN0R655124		\$1,007.47		\$1,007.47	Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2010	Smart Board	SF80-R2-991834		\$2,172.00		\$2,172.00	Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2010	Spool Gun	Milematic Spoolmatic 30A- 600047-200 Series		\$890.98		\$890.98	Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2010	Mortise Machine	2059 32 XO 005132		\$382.17		\$382.17	Spring 2024 by high school staff
2534	BOLD		Ag		3/13/2012	Sander	Dual Drum 25" - 36"PTK		\$1,861.99		\$1,861.99	Spring 2024 by high school staff
2534	BOLD		Ag		3/23/2012	Sander	Belt 1"X42" / 8" Dts- SANTRK		\$288.60		\$288.60	Spring 2024 by high school staff
2534	BOLD		Ag		1/17/2013	Band Saw	1 HP w/fence Rtk		\$570.35		\$570.35	Spring 2024 by high school staff
2534	BOLD		Ag		2/12/2013	Greenhouse Kit	Poly Tech, 6 x 16- Snap and grow kit		\$1,599.00		\$1,599.00	Spring 2024 by high school staff
2534	BOLD		Ag		7/31/2013	Straight Knife Tryk		\$679.36		\$679.36	Spring 2024 by high school staff	
2534	BOLD		Ag		1/8/2014	Welding Helmets (3)	Weidmark Blue Flame- variable shade		\$390.60		\$390.60	Spring 2024 by high school staff
2534	BOLD		Ag		6/15/2015	Drill Kit (2)	DeWalt - 1 18 V 1/2 in cordless		\$299.98		\$299.98	Spring 2024 by high school staff
2534	BOLD		Ag		11/2/2015	DeWalt Plate Joiner Kit	DWE682K		\$119.99		\$119.99	Spring 2024 by high school staff
2534	BOLD		Ag		11/6/2015	Saw	Circular saw/top handle 15 amp- DeWalt --- 236422		\$119.99		\$119.99	Spring 2024 by high school staff
2534	BOLD		Ag		3/14/2017	Rotary tool (2)	4000 Series 1.5 amp - #4000-6/90		\$243.50		\$243.50	Spring 2024 by high school staff
2534	BOLD		Ag		4/10/2017	Grinders (2)	Dewalt		2 @ 179.99		\$359.98	Spring 2024 by high school staff
2534	BOLD		Ag		4/10/2017	Nailer	Dewalt Framing		\$289.99		\$289.99	Spring 2024 by high school staff
2534	BOLD		Ag		4/10/2017	Nailer	Dewalt Coil		\$289.99		\$289.99	Spring 2024 by high school staff
2534	BOLD		Ag		11/28/2017	Wood Lathe	Digital Readout G0462		\$594.00		\$594.00	Spring 2024 by high school staff
2534	BOLD		Ag		5/1/2018	Epson Projector	675 W		\$1,028.00		\$1,028.00 Y	Spring 2024 by high school staff
2534	BOLD		Ag		6/7/2020	DeWalt Air Compressor	ASIN-B00969B275		\$729.99		\$729.99	Spring 2024 by high school staff
2534	BOLD		Ag		6/7/2020	Incubator Lids (2)	CM2C-120V		\$1,060.00		\$1,060.00	Spring 2024 by high school staff
2534	BOLD		Ag		6/8/2020	Orbit Sanders (6) / Brad Nailers (3)	DWE6421K		492 / 252		492 / 252	Spring 2024 by high school staff
2534	BOLD		Ag		6/9/2022	Germinator chamber		\$4,160.00		\$4,160.00		Spring 2024 by high school staff
2534	BOLD		Ag		4/14/2023	Glowforge Laser System		\$7,845.00		\$7,845.00		Spring 2024 by high school staff
2534	BOLD		Ag		6/1/2020	Welder	115 V M					

466	Dassel-Cokato	FCS	Spring 2016	Kitchenaide Mixer - Black	WS3110417	\$299.99	\$299.99	Y	Spring 2024	by high school staff
466	Dassel-Cokato	FCS	Spring 2016	Magic Chef 1.6 cu ft microwave	E8006298961SCZ7110426	\$108.00	\$108.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	FCS	Spring 2016	Magic Chef 1.6 cu ft microwave	SN: E8004728041542211315	\$108.00	\$108.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	FCS	Spring 2016	Magic Chef 1.6 cu ft microwave	SN: E8001555215217110801	\$108.00	\$108.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial/ Tech	6/28/2013	POE VEX Kit	270-1921	\$1,540.00	\$1,540.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	6/10/2015	Welder	Dynasty 2000Y FCO Control	\$1,512.70	\$1,512.70	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	4/4/2016	Plasma Cutter	Cutmaster 52, 20 560	\$1,285.02	\$1,285.02	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	5/17/2016	Welding helmets (3)	Viking	\$600.00	\$600.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	11/10/2016	Helmets (8)	4C Black 3350	\$1,600.00	\$1,600.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	4/25/2017	Helmets (3)	Viking 4C Black 3350	\$1,184.99	\$1,184.99	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	5/19/2020	Pro66 Ironworker 1 Phase 220V, 5HP		\$8,962.25	\$8,962.25		Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	5/19/2020	Aluminum Wire Feed Welder		\$4,850.00	\$4,850.00		Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	12/1/2022	Wood Joiner	MIE951811	\$4,699.97	\$4,699.97		Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	6/14/2023	Injection Molder		\$2,320.00	\$2,320.00		Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	2014/2015	Tig Welder-stainless steel		\$1,336.00	\$1,336.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	Industrial Tech	1/25/2010	Fischertechnics	Dynasty 2000Y RMF 140358L	\$1,394.00	\$1,394.00	Y	Spring 2024	by high school staff
466	Dassel-Cokato	AG	1/25/2010 - 4/29/2010	Smart boards	Quantum Storage System 73998	1942 : 1000	1942 : 1000		Spring 2024	by high school staff
463	Eden Valley-Watkins	AG Dept	2/10/2017	DVI/Driver	5860-R2-93502, 58680-R2-949811	\$676.00	\$676.00	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	AG Dept	6/23/2022	Ironworker- 56 Ton, 3 Phase, 220 V.	DeWalt - compact 1/2" 18V	\$10,155.00	\$10,155.00	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	AG Dept	2/28/2023	Hydroponics System		\$1,405.89	\$1,405.89		Spring 2024	by high school staff
463	Eden Valley-Watkins	AG Dept	2/28/2023	Hydroponics Grow Carts & lights		\$1,510.65	\$1,510.65		Spring 2024	by high school staff
463	Eden Valley-Watkins	AG Dept	3/8/2023	Soldering Irons (10)		\$952.82	\$952.82		Spring 2024	by high school staff
463	Eden Valley-Watkins	AG Dept	3/6/2023	Snap Circuits (10)		\$349.95	\$349.95		Spring 2024	by high school staff
463	Eden Valley-Watkins	AG Dept	6/1/2020	Bonnie AI Cervix Training Kit		\$899.00	\$899.00		Spring 2024	by high school staff
463	Eden Valley-Watkins	AG/FACS	3/8/2016	MarketBot Replicator Desk		\$2,899.99	\$2,899.99	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	FACS	5/15/2008	LCD Projector	3-D printer R50038928	\$771.49	\$771.49	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	FACS	5/15/2008	Sewing Machine	IN2104EP	\$301.00	\$301.00	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	FACS	5/15/2008	Bernettter Sewer	Jonome S09-720327473	\$689.00	\$689.00	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	FACS	9/78/2010	Real Baby II (2)	B0001-R10867447	\$841.45	\$841.45	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	FACS	12/25/2017	Real Care Pregnancy Simulator	RCMPL306192, RCPFL306872	\$735.00	\$735.00	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	Industrial Tech	5/15/2008	DeWalt Saw	DW 718 42100021048	\$600.00	\$600.00	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	Industrial Tech	5/2/2009	Sander	6" Finishing & Disc Astro Air-model B3025 #P0506	\$311.80	\$311.80	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	Industrial Tech	6/20/2010	Saw	Cabinet 3 HP Professional	\$1,549.00	\$1,549.00	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	Industrial Tech	8/6/2012	Mousetrap Car Classic Pack		\$1,095.25	\$1,095.25	Y	Spring 2024	by high school staff
463	Eden Valley-Watkins	Industrial Tech	4/9/2013	Smart Board-Projector	Epson PowerLite 95 XGA 2600 Lumens	\$1,905.64	\$1,905.64	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	2/12/2015	CNC	Shark HD 3.0	\$3,999.99	\$3,999.99	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	2/16/2008	Plasma Arc Cutter	cutmaster 52	\$1,434.00	\$1,434.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	8/1/2008	MIG Welder	Hobart Iron Man 250	\$1,534.00	\$1,534.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	6/1/2011	Air Compresso	American industrial Products C512680V	\$1,299.00	\$1,299.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	1/1/2012	Innova 1320 Analyzer		\$219.00	\$219.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	1/1/2012	Inspection camera		\$150.00	\$150.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	6/1/2012	Mower Lift	AR2604	\$399.99	\$399.99	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	6/2/2012	Torque Adapter	AC Inlet- ARM061-13002037	\$49.95	\$49.95	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	6/1/2012	Fluid Elevator	MityVac- MV7201	\$108.50	\$108.50	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG	6/1/2012	Metal Cutoff Band Saw	Jet Model - J-3410 - #12049361	\$1,729.00	\$1,729.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG/Technology	12/13/2017	MAC Minis (2)	C075P2PAG1W / C075P2AG1W	679/ea. - 138.00	679/ea. - 138.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	AG/Technology	3/8/2017	Summeux TV121	60" 1080P Smart LED 120 Curv	\$1,195.88	\$1,195.88	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	3/9/2017	Wireless Keyboards (2)	MATIAS-MFFK418BT	93.10/ea. - 186.20	93.10/ea. - 186.20	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	3/26/2008	Refrigerator	Frigidaire GLRT131E5	\$779.00	\$779.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	3/19/2009	Embroidery machine	Brother LB1820 Serial RC8111187	\$1,200.00	\$1,200.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	6/19/2009	Refrigerator	Kenmore Serial RWA-81800015	\$589.00	\$589.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	4/1/2010	Stove/Cooktop	Double over stainless maytag. # MER67418AS17	\$1,050.00	\$1,050.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	5/1/2011	Belgium Waffle Makers (5)	Bellet, Waring 4	\$398.94	\$398.94	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	3/1/2014	Kitchen Aide Stand Mixers	W34963863 83- W34990768 84- W3963413 85-	\$719.11	\$719.11	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	12/1/2014	Baby Think in Over (2)	#102510022154088 842 Model R3BF Serial #1025110211540	\$1,270.15	\$1,270.15	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS	6/1/2016	Vitamix (5)	#018841601187754 / #106641616209661	\$1,270.15	\$1,270.15	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	FACS/Ag	2/7/2009	ELMO Document Camera	RM 103 FACS #62036 - RM 103 FACS #576488, #576479	\$1,126.00	\$1,126.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	GFW - FCS Dept	6/30/2012	Commercial Dishwasher - Under counter 24", 383HT	Under counter 24", 383HT	\$4,480.00	\$4,480.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	GFW - Ag Shop	6/29/2012	Mig Welder	LINK 1520-1	\$2,798.00	\$2,798.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	GFW - Ag Shop	8/24/2012	Hydroponics System	Hydroponics Producer #0510120 - PR000170	\$1,999.00	\$1,999.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	GFW - Ag Shop	9/17/2011	Swine Utter Simulator		\$1,499.00	\$1,499.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	GFW - FCS room #103	6/29/2020	Pizza Machine	WA3249H101	\$121.00	\$121.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	GFW- AG Room	6/29/2020	ICEV Online Virtual Resources	Software	\$1,250.00	\$1,250.00	Y	Spring 2024	by high school staff
2365	Gibbon-Fairfax-Winthrop	Technology	6/29/2010	3-D Printer	Software	\$1,390.00	\$1,390.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	AG	5/10/2015	3-D Printer	Flash Forge	\$1,950.00	\$1,950.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	AG	6/1/2008	Miller Stick welding (2)	Thunderbolt XL, U171601Y, U171602Y	\$1,000.00	\$1,000.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	AG	10/16/2008	Notebook and Printer	HP Compas, #SCNU847141	648.28- notebook	648.28- notebook, \$165.61- printer	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	AG	4/1/2014	Microscope (41)	OM118-N8 Monocular compound	\$485.00	\$485.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	AG	5/9/2014	Keyboard & case	leopard Bluetooth- H3315	\$454.30	\$454.30	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	AG	10/28/2014	Lab Aides	No serial numbers, components	\$2,803.38	\$2,803.38	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	3/6/2016	Burner	Waring Commercial WB B320 heavy	\$599.00	\$599.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	2/1/2008	Convection Oven	1621 Home Solutions, Unlimited Ceramic top	\$900.00	\$900.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	5/1/2008	Baby Package (5)	RCB1	\$4,068.00	\$4,068.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	11/8/2008	Refrigerator	Whirlpool French doors, GXSFHDVQL, GF471LVQ	\$2,400.00	\$2,400.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	9/78/2009	Mobile Storage & Charging cart	10168100	\$4,514.00	\$4,514.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	11/11/2009	Dishwasher	1621 Home solutions Whirlpool #W4605279	\$1,200.00	\$1,200.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	11/1/2009	Range	1621 Home Solutions Maytag #MWS5878AF	\$1,200.00	\$1,200.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	4/30/2011	Smart Board	1880 w/LPFS Projector	\$4,012.00	\$4,012.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	9/19/2012	Rolling Cart	Mathews Cabinets - HP 8570W 17-3610 8GB W7P, #5E28231FSW	\$1,350.00	\$1,350.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	4/16/2016	Sewing Machines (4)	Jonome Magnolia 7318	\$996.00	\$996.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS	5/28/2016	Reis Care Baby 3	Real work system	\$1,498.00	\$1,498.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	FACS & AG	1/15/2014	Metterm DMM (3)		\$359.85	\$359.85	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - AG Dept	4/5/2023	Vertical Band Saw, 16 inches		\$4,288.99	\$4,288.99	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - FCS Dept	1/1/2012	CNA scenario NS		\$1,999.00	\$1,999.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - FCS Dept	1/28/2023	Convection Oven		\$3,094.08	\$3,094.08	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - FCS Dept	3/23/2023	Coffee Brewer & Air Pots		\$902.63	\$902.63	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - AG	5/17/2013	Birth Defects Babies & Accessories		\$1,944.05	\$1,944.05	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - AG	3/4/2021	(8) Dewalt Hammer Drills		\$1,192.00	\$1,192.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - Ag Shop	3/30/2012	Planer	DCK999P2	\$4,499.99	\$4,499.99	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - FCS Kitchen	1/30/2020	Commercial Microwave	Powermatic- 209, HK, 20" 3ph	\$269.50	\$269.50	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	GSL - FCS food truck	3/10/2021	Double Oven	Panasonic- NE-1054F	\$2,609.99	\$2,609.99	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	4/15/2020	Commercial Ice Machine System	CES750PMS1	\$2,546.98	\$2,546.98	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	4/15/2020	Stainless Steel Prep Table	1946C280HA	\$163.99	\$163.99	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	10/19/2012	Battery Packs- Sears	2 ph 19.2v	\$1,879.00	\$1,879.00	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	1/29/2013	iPad (2)	Apple MDS1111/LA, REMP#RRF1183, DMPT1XA#F183	1188.00 / 479.94	1188.00 / 479.94	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	1/15/2014	Level Kit (3)	David White 16-209 221 Merida	\$889.97	\$889.97	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	11/26/2014	Welding Simulator	RealCraze Guide Weld VR 1 pack V1.0.7	\$4,973.50	\$4,973.50	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	10/5/2016	Printer	HP LaserJet Enterprise 700, M712DN, Monochrome 40PPM	\$2,258.46	\$2,258.46	Y	Spring 2024	by high school staff
2859	Glencoe Silver Lake	Industrial Tech	2/10/2017	Mug Press	110 volt	\$720.00	\$720.00	Y	Spring 2024	by high school staff
423	Hutchinson	AG	4/1/2013	AV Lifetime Bench System Greenhouse (10)	402 - LTDL	302/ ea. - 3020	302/ ea. - 3020		Spring 2024	by high school staff
423	Hutchinson	AG	12/1/2013	Sensors, S- Vernier CO2 Sensors, S- Vernier	7777	\$4,547.96	\$4,547.96	Y	Spring 2024	by high school staff
423	Hutchinson	FACS								

423	Hutchinson	Room 434	7/7/2009	Crop King Aquaponics Mini System	AQUH1LM01	\$1,476.26	\$1,476.26	Y	Spring 2024	by high school staff
423	Hutchinson	Room 434	7/22/2009	Crop King Aquaponics Mini System	He90028T	\$1,434.79	\$1,434.79	Y	Spring 2024	by high school staff
423	Hutchinson		8/8/2012	Boring Machines U212 Ultralite		\$7,348.00	\$7,348.00	Y	Spring 2024	by high school staff
423	Hutchinson		3/13/2023	Jeweler Air Scribe		\$1,830.00	\$1,830.00	Y	Spring 2024	by high school staff
423	Hutchinson		4/7/2023	Miller Welder		\$3,599.00	\$3,599.00	Y	Spring 2024	by high school staff
775	KMS	AGS	6/1/2010	BS Smart Board LCT		\$2,492.00	\$2,492.00	Y	Spring 2024	by high school staff
775	KMS	FEF365ASF, FEF365EGSE, FEF365GSE, FEF365AE	4/1/2005	Fridgida Ranges - Transfer from Maccray (4)	Dual Write	\$2,000.00	\$2,000.00	Y	Spring 2024	by high school staff
775	KMS	FACS	9/1/2006	washer/ dryer	Estate ICT 2820402 / MP4078986CT2820402	645.70/ eaar	\$66.70	Y	Spring 2024	by high school staff
775	KMS	FACS	2/11/2016	Sewing Machines (3)	Janome DC2014 Computerized, #12057156, 522057262, 522057903	\$1,425.00	\$1,425.00	Y	Spring 2024	by high school staff
775	KMS	Industrial Tech	1/12/2011	lathe	BMO Master II PennWood- # 2736	\$389.00	\$389.00	Y	Spring 2024	by high school staff
775	KMS	Industrial Tech	6/1/2012	Projector	Epson PowerLite X12 3200 Lumens XGA	\$485.00	\$485.00	Y	Spring 2024	by high school staff
775	KMS	Industrial Tech	6/29/2012	7" dualband wireless smartboard	7" dualboard # 71771	\$895.00	\$895.00	Y	Spring 2024	by high school staff
775	KMS	Industrial Tech	6/29/2012	Symmetric Hovercam	NEOS	\$399.00	\$399.00	Y	Spring 2024	by high school staff
775	KMS	Industrial Tech	10/4/2013	Bench Grinder	DeWalt® D28402N	\$92.29	\$92.29	Y	Spring 2024	by high school staff
775	KMS	Industrial Tech	10/4/2013	Grinders (2)	DeWalt® 4-1/2" small angle w/no lock on	\$147.66	\$147.66	Y	Spring 2024	by high school staff
775	KMS	Industrial Tech	9/6/2014	3D Printer	MakerBot	\$2,754.05	\$2,754.05	Y	Spring 2024	by high school staff
775	KMS	KMS Shop	4/29/2020	(5) Cordless Drills/ battery	Makita, 18V Lithium 1/2in.	\$12,109.90	\$12,109.90	Y	Spring 2024	by high school staff
775	KMS	KMS Shop	5/13/2021	Wood Table/FAB rack casters		\$2,660.64	\$2,660.64	Y	Spring 2024	by high school staff
775	KMS	KMS Shop	5/28/2021	CNC Router	MCNC Swift STP 444 - 0233	\$13,645.00	\$13,645.00	Y	Spring 2024	by high school staff
775	KMS	KMS Shop	4/8/2022	Glowlflow Laser System	Standard GF ASM 00292	\$7,470.57	\$7,470.57	Y	Spring 2024	by high school staff
424	Lester Prairie	Business/ Industrial Tech	1/27/2013	iPad (2)	Air 2 - W/H 64 GB space, Gray MGKL2U/A	\$1,158.00	\$1,158.00	Y	Spring 2024	by high school staff
424	Lester Prairie	Counseling	3/20/2014	iPad	MD786LL/A, w/i 32 GB Gray	\$798.95	\$798.95	Y	Spring 2024	by high school staff
424	Lester Prairie	HS Computer lab	11/28/2009	HP Duplex Laser Printer Tray	Q2439B	\$129.00	\$129.00	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	6/16/2008	Pant Saw	MW 6480-20	\$1,444.00	\$1,444.00	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	4/1/2009	router and rotary tools	H892001026	\$179.84	\$179.84	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	6/30/2010	CNC shark pro	#36000	\$299.99	\$299.99	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	6/30/2010	CNC Shark	#55150	\$465.94	\$465.94	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	6/30/2010	router	PR20EVXK	\$119.00	\$119.00	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	10/2/2012	Smartboard (2)	S4S8680	\$2,698.00	\$2,698.00	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	6/22/2015	Mini Saw	12"	\$614.28	\$614.28	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech	6/27/2016	jointer	14 1/4 HP 115/2/30	\$1,514.99	\$1,514.99	Y	Spring 2024	by high school staff
424	Lester Prairie	Industrial Tech (CAD)	10/2/2012	Projector	Powerlite 480, HQ66F270462	\$2,198.00	\$2,198.00	Y	Spring 2024	by high school staff
424	Lester Prairie	LP- shop	4/4/2019	HCA Advances Height Plaza machine	#29811	\$1,996.00	\$1,996.00	Y	Spring 2024	by high school staff
424	Lester Prairie	LP- shop	1/4/2019	HCA Advances Height Plaza machine	#29811	\$1,996.00	\$1,996.00	Y	Spring 2024	by high school staff
424	Lester Prairie	LP- Shop	10/1/2019	Saw stop FCS	3 HP, 52"	\$2,850.00	\$2,850.00	Y	Spring 2024	by high school staff
424	Lester Prairie	LP- Shop	4/7/2021	Rockler - Lathe/bnd	PM 2014	\$2,737.48	\$2,737.48	Y	Spring 2024	by high school staff
424	Lester Prairie	LP- Shop	5/19/2021	Desktop CNC Milling Machine	Bantam tools	\$4,499.98	\$4,499.98	Y	Spring 2024	by high school staff
424	Lester Prairie	LP- Shop	1/27/2023	Saw Stop		\$3,675.00	\$3,675.00	Y	Spring 2024	by high school staff
424	Lester Prairie	Tech Ed Classroom	1/1/2009	Printer & adapter	HP Deskjet #6940, #C8307A	\$308.81	\$308.81	Y	Spring 2024	by high school staff
424	Lester Prairie	Tech Room	3/23/2008	Dell Laptop Computer w/ notebook	#1520937	\$1,543.18	\$1,543.18	Y	Spring 2024	by high school staff
465	Litchfield	Ag	3/23/2023	Reality Works Cat Model	PRO 1	\$1,099.00	\$1,099.00	Y	Spring 2024	by high school staff
465	Litchfield	Ag	3/23/2023	Reality Works Small Dog Model		\$1,099.00	\$1,099.00	Y	Spring 2024	by high school staff
465	Litchfield	Ag	3/23/2023	Reality Works Fish Model		\$299.00	\$299.00	Y	Spring 2024	by high school staff
465	Litchfield	Ag	3/23/2023	Reality Works Rabbit Model		\$1,099.00	\$1,099.00	Y	Spring 2024	by high school staff
465	Litchfield	Ag Dept.	6/25/2021	Chicken Models		\$849.00	\$849.00	Y	Spring 2024	by high school staff
465	Litchfield	Ag Dept.	6/25/2021	Butcher Beef Models	A0010700	\$2,499.00	\$2,499.00	Y	Spring 2024	by high school staff
465	Litchfield	Business	6/1/2008	Digital Message Board	Pro Ite- Tru color Model #P-M20248V6	\$312.74	\$312.74	Y	Spring 2024	by high school staff
465	Litchfield	Business	10/17/2012	Dell Computer/ Printer	cash register	\$2,043.90	\$2,043.90	Y	Spring 2024	by high school staff
465	Litchfield	Business Dept	6/28/2012	Quickbooks PDS	Point of Sale	\$1,700.00	\$1,700.00	Y	Spring 2024	by high school staff
465	Litchfield	FCS	1/24/2023	Waffle Maker (3)		\$209.00	\$209.00	Y	Spring 2024	by high school staff
465	Litchfield	FCS	3/24/2023	Crope Maker		\$355.00	\$355.00	Y	Spring 2024	by high school staff
465	Litchfield	FCS	3/24/2023	Food Processor		\$695.00	\$695.00	Y	Spring 2024	by high school staff
465	Litchfield	FCS Dept.	8/27/2019	Real Care Baby 3	#10280301	\$807.20	\$807.20	Y	Spring 2024	by high school staff
465	Litchfield	FCS Dept.	10/27/2019	Baby Think it Over Sim Baby	HIS2001C	\$807.00	\$807.00	Y	Spring 2024	by high school staff
465	Litchfield	FCS Dept.	5/18/2021	CDS Scenario Kit		\$2,098.95	\$2,098.95	Y	Spring 2024	by high school staff
465	Litchfield	FCS Kitchen	5/25/2021	Stainless Steel Worktable		\$226.28	\$226.28	Y	Spring 2024	by high school staff
465	Litchfield	FCS Kitchen	5/25/2021	Stainless Cart (s)		\$109.00	\$109.00	Y	Spring 2024	by high school staff
465	Litchfield	FCS Kitchen	5/25/2021	Commercial Microwave	Sharp R-21LCFC	\$270.00	\$270.00	Y	Spring 2024	by high school staff
465	Litchfield	Litch- business	10/13/2019	Shoplense Online Service	Software	\$1,013.18	\$1,013.18	Y	Spring 2024	by high school staff
465	Litchfield	Litch- business dept	2/6/2019	Heat Press	E20208-0194	\$2,250.00	\$2,250.00	Y	Spring 2024	by high school staff
465	Litchfield	Litch- FCS	10/27/2019	Baby Think it Over Hispanic	10280301	\$807.00	\$807.00	Y	Spring 2024	by high school staff
465	Litchfield	Shop	1/17/2019	Kurt Din Crossover Vice	DMS	\$1,200.00	\$1,200.00	Y	Spring 2024	by high school staff
465	Litchfield	Shop	5/20/2021	Milwaukee Drill/Driver (6) Battery Packs (2)	2892- 22 ct. / 48-1-1862	1337.96/ 633.95	1337.96/ 633.95	Y	Spring 2024	by high school staff
465	Litchfield	Shop	6/8/2021	Milwaukee Miter	R2739-20	\$699.00	\$699.00	Y	Spring 2024	by high school staff
465	Litchfield	Shop	2/15/2023	Miller Multitronic 220 Welder		\$17,650.00	\$17,650.00	Y	Spring 2024	by high school staff
2180	MACCRAY	Ag	4/18/2006	Floral Cooler		\$1,000.00	\$1,000.00	Yes	Spring 2024	by high school staff
2180	MACCRAY	Ag	6/1/2008	Garmin eTrex Legend GPS navigator handheld (8)		89.99/ea.	\$84.80	Yes	Spring 2024	by high school staff
2180	MACCRAY	Ag	6/3/2009	Welding Helmets	Z3901-401, Sellostrom Slim	\$1,291.50	\$1,291.50	Yes	Spring 2024	by high school staff
2180	MACCRAY	Ag	3/1/2010	Welding Helmets		\$952.00	\$952.00	Y	Spring 2024	by high school staff
2180	MACCRAY	Ag	6/20/2011	Apple Wireless keyboards (30)	Kenington Keyfolio, #13117, #RUC84BA	\$2,274.60	\$2,274.60	Yes	Spring 2024	by high school staff
2180	MACCRAY	Ag	3/15/2012	Apple Wireless keyboard (15)	MC384LL/B	\$1,025.00	\$1,025.00	Yes	Spring 2024	by high school staff
2180	MACCRAY	Ag	6/30/2014	Laptop	Dell Insiron 15-3000, #D20X492163341	\$1,208.34	\$1,208.34	Yes	Spring 2024	by high school staff
2180	MACCRAY	Ag	5/27/2015	Food Chemistry kits (7)	50024-0005	\$362/ ea.	\$3762.00	Yes	Spring 2024	by high school staff
2180	MACCRAY	Ag	6/8/2016	Sandblasting Kit	2034VXA	\$23,500.00	\$23,500.00	Yes	Spring 2024	by high school staff
2180	MACCRAY	FACS	6/1/2017	Drone	Flight Phantom 4 Pro	\$1,499.99	\$1,499.99	Yes	Spring 2024	by high school staff
2180	MACCRAY	FACS	4/1/2005	Ranger	Fridgidaire FEF366 AW	\$499.00	\$499.00	Y	Spring 2024	by high school staff
2180	MACCRAY	FACS	6/1/2005	Realty Babies (6)		\$2,261.55	\$2,261.55	Y	Spring 2024	by high school staff
2180	MACCRAY	FACS	6/1/2005	Presto Pizza Oven		\$139.99	\$139.99	Y	Spring 2024	by high school staff
2180	MACCRAY	FACS	6/2/2005	Jet Stream Oven		\$149.99	\$149.99	Y	Spring 2024	by high school staff
2180	MACCRAY	FACS	5/1/2006	Washer/Dryer		\$665.70	\$665.70	Y	Spring 2024	by high school staff
2180	MACCRAY	FACS	6/1/2006	WB Indoor-Grills		\$7,502/ ea.	\$202.50	Y	Spring 2024	by high school staff
2180	MACCRAY	FACS	6/1/2008	Blenders (2)	GE	\$59.76	\$59.76	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY- Ag Shop	6/1/2008	Mitens and Covers	Artisan Kitchen Aid (2)	\$541.68	\$541.68	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY- Ag Shop	5/1/2018	Grizzly Sawed Metal Cutting Bandsaw	7" x 14" GDM13	\$1,840.00	\$1,840.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY- Ag Shop	5/31/2018	Abrasive Blast Cabinet	USA CAB 46" W 35" VAC	\$1,199.00	\$1,199.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	4/19/2019	Tiller	#900915	\$4,234.12	\$4,234.12	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	4/19/2019	Tiller	#900915	\$4,234.12	\$4,234.12	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	10/7/2019	Lincoln Mig Welder	M319080- 3636	\$3,768.48	\$3,768.48	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	2/15/2021	Wood Machining Timesaver 37" wide belt sander	1311-11 / 1311-13-1	\$17,600.00	\$17,600.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	5/6/2012	Planer	Cantek P20 HV 20"	\$7,540.00	\$7,540.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	3/11/2023	Grizzly Metalworking Table		\$3,500.00	\$3,500.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	3/11/2023	Tough Built Sawhorses		\$119.00	\$119.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	3/12/2023	BOSCH 10 pc. Set		\$159.99	\$159.99	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	3/11/2023	BOSCH Wood Router		\$199.00	\$199.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	3/11/2023	Kreg Precision Router Lift		\$349.00	\$349.00	Y	Spring 2024	by high school staff
2180	MACCRAY	MACCRAY HS- Ag Shop	3/11/2023	Kreg Precision Router Table System		\$997.00	\$997.00	Y	Spring 2024	by high school staff
345	New London-Spicer	Ag	7/8/2007	Disk Sander		\$499.00	\$499.00	Yes	Spring 2024	by high school staff
345	New London-Spicer	Ag	8/30/2007	Metal Bender	Dynasty Craft Metal Workshop	\$1,750.00	\$1,750.00	Yes	Spring 2024	by high school staff
345	New London-Spicer	Ag	4/30/2008	Tig Welder	Dynasty 200 L397301	\$2,560.00	\$2,560.00	Yes	Spring 2024	by high school staff
345	New London-Spicer	Ag	6/30/2008	Mig Welder	Model Mile 252 11220248	\$1,051.00	\$1,051.00	Yes	Spring 2024	by high school staff
345	New London-Spicer	Ag	2/6/2012	Food Dehydrator	Stainless steel FMA 110V 60 HZ, SFPD-FMA	\$380.00	\$380.00	Yes	Spring 2024	by high school staff
345	New London-Spicer	Ag	12/15/2012	Sander	Delta IND 1-1/2 HP Belt Dri.	\$1,599.00	\$1,599.00	Y	Spring 2024	by high school staff
345	New London-Spicer	Ag	4/18/2013	Welding Helmets (20)	Miller Digital Prohobby 256166	\$1,800.00	\$1,800.00	Y	Spring 2024	by high school staff
345	New London-Spicer	AG room 128	11/5/2008	Smart board/ projector-laptop		2275.60- 828.59/laptop	2275.60- 828.59/laptop	Yes	Spring 2024	by high school staff
345	New London-Spicer	Ag Shop	8/1/2010	GPS units (12)	Garmin Iris	\$1,263.09	\$1,263.09	Yes	Spring 2024	by high school staff
345	New London-Spicer	Ag Shop	8/1/2010	Plasma cutter/Table	1000-05008 B DAC2 02814	\$10,000.00	\$10,000.00	Y	Spring 2024	by high school staff
345	New London-Spicer	Ag/Industrial Tech	11/4/2016	Table Saw	J150202092	\$1,299.00	\$1,299.00	Y	Spring 2024	by high school staff
345	New London-Spicer	Ag/Industrial Tech	2/27/2023	Miller Multitronic 220 Welder		\$4,163.50				

345	New London Spicer	FACS Room 1014	5/1/2010	Washer	WHRE550K2WW/FT1878026	\$420.00		\$420.00	Yes	Spring 2024	by high school staff
345	New London Spicer	New London- Spicer business	5/1/2018	Digital Camera	EOS Rebel T6i DSLR w/lens	\$600.00		\$600.00	Y	Spring 2024	by high school staff
345	New London Spicer	NLS- Ag Shop	4/7/2020	Lincoln Mig Welder 350 MP Alm	8R4023 11120010793	\$6,792.30		\$6,792.30		Spring 2024	by high school staff
345	New London Spicer	NLS- shop	6/5/2019	Scaffolding		\$4,200.00		\$4,200.00		Spring 2024	by high school staff
345	New London Spicer	NLS- Shop	1/19/2011	Miller darkening helmets (15)	251292	\$1,647.90		\$1,647.90		Spring 2024	by high school staff
345	New London Spicer	NLS-Shop	5/14/2020	Mk Python Welder	MMCO2324 25	\$2,525.00		\$2,525.00		Spring 2024	by high school staff
345	New London Spicer	NLS-Shop	5/29/2020	Lincoln Power Welder	K2043 02	\$4,867.00		\$4,867.00		Spring 2024	by high school staff
345	New London Spicer	NLS-Shop	1/19/2011	Miller digital darkening helmet		\$291.58		\$291.58		Spring 2024	by high school staff
345	New London Spicer	NLS-Shop	1/19/2011	Tillman Welding Jacket (38)		\$515.00		\$515.00		Spring 2024	by high school staff
345	New London Spicer	NLS-Shop	2/27/2022	Router /Table	Rockler Cast Iron Pro #201086	\$1,536.96		\$1,536.96		Spring 2024	by high school staff
2310	Sibley East	AG	12/7/2009	Miller Welder	LH270266A	\$1,176.95		\$676.95		Spring 2024	by high school staff
2310	Sibley East	AG	4/5/2011	Corn Planter	John Deere 2 row	\$980.00		\$980.00		Spring 2024	by high school staff
2310	Sibley East	AG	6/10/2014	Machine 225 AC/stick welder		\$600.00		\$600.00		Spring 2024	by high school staff
2310	Sibley East	AG	1/28/2015	Rolling workbench 3x LED Digital Binocular microscopes	40x- 2500 x LED w/3D stages, SMP USB Camera	\$839.94		\$839.94		Spring 2024	by high school staff
2310	Sibley East	AG	5/7/2015	CARL Vermeer 2000		\$1,649.97		\$1,649.97		Spring 2024	by high school staff
2310	Sibley East	AG	5/18/2016	Seville Ultra Rolling Workbench	S4182	\$429.98		\$429.98		Spring 2024	by high school staff
2310	Sibley East	AG	12/13/2016	CNC System	Star Lab 4x4	\$12,505.00		\$12,505.00		Spring 2024	by high school staff
2310	Sibley East	AG	2/17/2017	DeWalt Cordless Drill	20V 1/2in.	\$396.00		\$396.00		Spring 2024	by high school staff
2310	Sibley East	AG	2/13/2013	Soldering Irons (20)		\$960.20		\$960.20		Spring 2024	by high school staff
2310	Sibley East	AG	6/8/2023	Saw Stop		\$6,110.00		\$6,110.00		Spring 2024	by high school staff
2310	Sibley East	AG	5/16/2016	Lincoln 210 Welder	210 MP Multi Process K3963-1	\$1,918.00		\$1,918.00		Spring 2024	by high school staff
2310	Sibley East	FACS	6/2/2014	Elna Sewing machines (6)		\$1,874.00		\$1,874.00	Yes	Spring 2024	by high school staff
2310	Sibley East	FACS	4/6/2015	Elna Sewing machines (3)	441135521 / 441135527 / 431096158	\$987.00		\$987.00		Spring 2024	by high school staff
2310	Sibley East	FACS	10/9/2015	Gas Range	WFG200W08W	\$799.00		\$400.00	Yes	Spring 2024	by high school staff
2310	Sibley East	FACS	5/16/2016	Muurs (8)	Kitchen and 5-ct	\$1,554.45		\$1,554.45		Spring 2024	by high school staff
2310	Sibley East	FACS	2/20/2017	Sewing Machines Elna 320 Explore	6K1033666 / 6K1033688 / 6K1033718	\$987.00		\$987.00	Yes	Spring 2024	by high school staff
2310	Sibley East	FACS		Read-Care Baby starter pack		\$1,349.00		\$1,349.00	Yes	Spring 2024	by high school staff
2310	Sibley East	Health		Sewing (5)		\$1,349.00		\$1,349.00	Yes	Spring 2024	by high school staff
2310	Sibley East	Health	4/24/2013	LaserJet Pro Printer	CET49A98G	\$174.99		\$174.99		Spring 2024	by high school staff
2310	Sibley East	Health	2/19/2014	Catheterization simulator	Female 11-81-1936N	\$365.00		\$365.00	Yes	Spring 2024	by high school staff
2310	Sibley East	Health	2/19/2014	Catheterization simulator	male 11-81-1937N	\$365.00		\$365.00	Yes	Spring 2024	by high school staff
2310	Sibley East	Health	5/2/2016	Basic Care Simulator	Female 11-81-40N-BL	\$695.00		\$695.00	Yes	Spring 2024	by high school staff
2310	Sibley East	Health	4/30/2013	Document Camera	PRVIO 2160i-HD	\$89.00		\$89.00	Yes	Spring 2024	by high school staff
2310	Sibley East	SE- Ag Shop	3/15/2010	Refrigerator Freezer sewing Machines Elna 3200	GE side by side SXMS212727	\$980.00		\$980.00	Yes	Spring 2024	by high school staff
2310	Sibley East	SE- Ag Shop	6/8/2011	Lincoln Paw Mig Welder	K3963-1	\$1,407.13		\$1,407.13		Spring 2024	by high school staff
2310	Sibley East	SE- Ag Shop	6/9/2011	Glow Forge System	HQD 477-4	\$6,990.00		\$6,990.00		Spring 2024	by high school staff
2310	Sibley East	Ag Shop	6/12/2011	Table Saw	3 HP, 230 V	\$6,094.80		\$6,094.80		Spring 2024	by high school staff
347	Willmar	AG	4/10/2008	Cordless Drill Kit	18 V	\$1,119.96		\$1,119.96	Yes	Spring 2024	by high school staff
347	Willmar	AG	4/10/2008	Top Handle Jag Saw		\$339.98		\$339.98	Yes	Spring 2024	by high school staff
347	Willmar	AG	4/6/2009	10 - 1/4" Black Hawk Tool Sets	BK-1421A8H	\$487.50		\$487.50	Yes	Spring 2024	by high school staff
347	Willmar	AG	5/20/2010	Battery Charger	Booster Man 200/200/40/10	\$179.00		\$179.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	5/20/2010	Tiller	Cub Cadet	\$749.00		\$749.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	3/8/2012	HP Color Laser Jet	CN8C20067	\$647.00		\$647.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	5/9/2013	Mechanics Rollings Cabinet & Top Chest	Waterloo PCH 41118D	\$978.70		\$978.70	Yes	Spring 2024	by high school staff
347	Willmar	AG	5/9/2013	MeRoMechanics Rolling cabinet & Top chest	Waterloo PCH-418RD (upper cabinet)	\$684.00		\$684.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	4/21/2014	Pro Mig Welder	012-348-112	\$1,600.00		\$1,600.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	5/6/2014	5 Briggs Engines	128 102	\$655.00		\$655.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	6/11/2015	IMAC-21	D2SPFD08FR817	\$1,609.00		\$1,609.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	6/11/2015	IMAC-21	C02P9808FY01	\$1,049.00		\$1,049.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	6/11/2015	IMAC-21	C02P138FRJ2	\$1,249.00		\$1,249.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	11/10/2016	Welding Clear View Helmets (10)		\$1,150.00		\$1,150.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	4/19/2017	Drones (2)	D8 Phantom 4 pro	\$4,000.00		\$4,000.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	3/13/2022	Briggs/Stratton Fly Wheel Wrench	No ID Available	\$193.00		\$193.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	6/16/2022	Drill/Driver	20 volt, brushless	\$599.98		\$599.98	Yes	Spring 2024	by high school staff
347	Willmar	AG	6/16/2022	TWECO Fabricator Welder (2)	WT1513101102, WT1513101106	\$580/ ea / \$1160.00		\$580/ ea / \$1160.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	Jan/Feb 2011	Power Shop Equipment	Electric Base Control Kit (2)	\$1,190.20		\$1,190.20	Yes	Spring 2024	by high school staff
347	Willmar	AG	Spring 2011	Dual Board Wireless Unit	IHW8D1117980284 / IHW8D1117980283	\$2,300.00		\$2,300.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	4/10/2008	Cordless Drill Kit	144-4V	\$839.96		\$839.96	Yes	Spring 2024	by high school staff
347	Willmar	AG	4/12/2010	Auto Level Nilson/ 3- tripod- aluminum	AXX5	\$915.00		\$915.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	6/16/2010	LAB VOLT CNC LATHE	Asset # 314 MODEL #5500	\$8,900.00		\$8,900.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	3/12/2013	Floral tools		\$1,021.00		\$1,021.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	4/16/2013	Talm Speed Controller	No ID Available	\$126.29		\$126.29		Spring 2024	by high school staff
347	Willmar	AG	3/14/2014	Precision Measuring Tools		\$7,223.00		\$7,223.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	3/14/2014	Incubator		\$133.00		\$133.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	1/17/2016	Hand Wrapper 10		\$340.00		\$340.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	5/10/2016	Jag Saw/Power tools		\$1,140.00		\$1,140.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	12/6/2016	Radiator Tester		\$176.00		\$176.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	9/1/2017	Mini Wood Lathe		\$400.00		\$400.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	9/11/2017	Gas Torch set (2)		\$930.00		\$930.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	9/28/2017	Plasma Torch		\$1,650.00		\$1,650.00	Yes	Spring 2024	by high school staff
347	Willmar	AG	6/16/2022	Jag Saw	top handle DEW	\$339.98		\$339.98	Yes	Spring 2024	by high school staff
347	Willmar	AG	Jan/Feb 2011	Power Shop Equipment	Electric tool kit	\$3,237.70		\$3,237.70	Yes	Spring 2024	by high school staff
347	Willmar	AG	Spring 2011	Video Projector	KM3F85032L	\$782.00		\$782.00	Yes	Spring 2024	by high school staff
347	Willmar	FACS	9/17/2013	MRC Lab Pneumatic trainers	556276 / 40483	\$6,975.00		\$6,975.00	Yes	Spring 2024	by high school staff
347	Willmar	FACS	9/17/2013	MRC Book Pro	CM4F00D930	\$1,089.00		\$1,089.00	Yes	Spring 2024	by high school staff
347	Willmar	FACS	1/29/2015	REAL CARE storage/ charging case 5 baby		\$810.00		\$810.00	Yes	Spring 2024	by high school staff
347	Willmar	FACS	1/13/2012	REAL Babies	10280402 , 10260101	\$5,339.25		\$5,339.25	No	Spring 2024	by high school staff
347	Willmar	FACS	12/78/2016	Real Care Geriatric Sim		\$1,400.00		\$1,400.00	Yes	Spring 2024	by high school staff
347	Willmar		4/22/2010	6185 National Instruments Digital		\$1,245.00		\$1,245.00	Yes	Spring 2024	by high school staff
347	Willmar		1/1/2012	VEK Pos Kits	No ID Available	\$4,695.03		\$4,695.03	Yes	Spring 2024	by high school staff
347	Willmar		3/12/2013	VEK Kits	No ID Available	\$4,710.00		\$4,710.00	No	Spring 2024	by high school staff
347	Willmar		4/29/2014	Mojo 3-O printer	690-10102	\$10,666.00		\$10,666.00	Yes	Spring 2024	by high school staff
347	Willmar		5/13/2012	VEK Kits	No ID Available	\$3,140.00		\$3,140.00	No	Spring 2024	by high school staff
347	Willmar	Willmar industrial tech shop	1/13/2019	3-ked-electric batch oven		\$1,400.00		\$1,400.00		Spring 2024	by high school staff
347	Willmar	Willmar- industrial tech shop	1/23/2019	ASUS Vivobook Laptop	N705UD-EH76	\$1,090.46		\$1,090.46		Spring 2024	by high school staff
347	Willmar	Willmar shop	11/18/2020	Falcon 500 motors (12)	Talon FX	\$2,161.57		\$2,161.57		Spring 2024	by high school staff
347	Willmar	Willmar shop	3/8/2021	Tornach CNC Mill	CNC- 440	\$12,659.70		\$12,659.70		Spring 2024	by high school staff
347	Willmar	Willmar shop	3/21/2022	(2) CNC Machines	Tornach BL	\$15,723.04		\$15,723.04		Spring 2024	by high school staff
347	Willmar	Willmar shop	5/24/2022	3D Printer	94606 Stratavsi F 170	\$16,890.00		\$16,890.00		Spring 2024	by high school staff
347	Willmar	Willmar shop	2/28/2023	CNC Machine		\$20,945.00		\$20,945.00		Spring 2024	by high school staff
347	Willmar	AG	3/30/2023	Standing Band Saw		\$1,664.00		\$1,664.00		Spring 2024	by high school staff
347	Willmar	AG	3/30/2023	Tabletop Dishwasher		\$368.59		\$368.59		Spring 2024	by high school staff
347	Willmar	AG	4/4/2023	Hydroponics Growers (2)		\$1,898.00		\$1,898.00		Spring 2024	by high school staff
347	Willmar	AG	4/4/2023	Hydroponic Grow Carts		\$333.44		\$333.44		Spring 2024	by high school staff
347	Willmar	AG	5/18/2023	Wreath Making Tool (5)		\$367.38		\$367.38		Spring 2024	by high school staff
347	Willmar	AG	6/7/2023	Hand Saw		\$281.75		\$281.75		Spring 2024	by high school staff
347	Willmar	AG	6/14/2023	Hedge Trimmers		\$149.00		\$149.00		Spring 2024	by high school staff

MDE Control #	District #	School Name	Department/Program that owns the equipment	Room number/Lab at the high school where equipment is located	Date Acquired	Description of equipment	Identifying info: serial /model #, etc.	Total cost of equipment	Amount funded w/Perkins funds	Inventory labeled	Date of Last Inventory Validation
		Ridgewater #2		MainW- CT Healthcare		Resusci Anne Simulator- 1746553		\$7,800.00			
		Ridgewater #2		MainW- CT Healthcare		Resusci Anne Simulator- 1275110		\$7,800.00			
		Ridgewater #2		MainW- Ag Dept.	4/19/2010	Grain Analysis Computer- 1563658		\$2,865.00			
		Ridgewater #2		MainW- Ag Dept.		Can Bus System/Trainer- 1788506	CANBUS	\$7,743.60			
		Ridgewater #2		MainW- Ag Dept.	5/31/2015	Meternax Package- 1535218	1310199	\$5,600.00			
		Ridgewater #2		MainW- C/OCD	1/25/2017	Upright Rapid Prototype Machine - 1513513	Upright 3D	\$15,000.00			
		Ridgewater #2		MAINW- Autobody	2/10/2017	Computer system, virtual reality - 1513217		\$26,197.00			
		Ridgewater #2		MainW- Ag Dept.	5/31/2015	Greenseeker hand held unit - 1535214		\$4,995.00			
		Ridgewater #2		MAINW- Auto Tech	2/10/2017	CAR - 1535511	Prius - Toyota	\$10,800.00			
		Ridgewater #2		MAINW- SIMLAB	2/10/2017	Simulation unit - NECONA - 1535208	Naelle- Gaumard	\$29,646.36			
		Ridgewater #2		MAINW- WLM Nursing	5/4/2017	Simulation unit, baby hal- 1275906	Baby hal- Gaumard	\$10,000.00			
		Ridgewater #2		MAINW- Auto body	1/21/2015	Paint Mixing Booth	1535278	\$6,700.00			
		Ridgewater #2		MAINW- Hutch Nursing	5/5/2017	Ipod- 1535203		\$399.00			
		Ridgewater #2		MAINW- Hutch Nursing	5/5/2017	Ipod- 1535202		\$399.00			
		Ridgewater #2		MAINW- WABOD	1/21/2015	Gun Washer - 1535540	GS10	\$1,499.49			
		Ridgewater #2		MAINW- Autobody	2/10/2017	Spot Welder- 1563654	I4- Pro Spot	\$17,940.00			
		Ridgewater #2		MAINW- Electrician	3/29/2017	Solar System- 1535807	SP100-3 / Centro	\$10,409.64			
		Ridgewater #2		MAINW- Engineering Tech	10/20/2016	Vision System- 1535818	ISM110010- Cognex	\$3,493.00			
		Ridgewater #2		MAINW- Engineering Tech	10/20/2016	Checker/ Vision Sensor - 1535817	CRK272001	\$1,676.50			
		Ridgewater #2		MAINW- Engineering Tech	10/20/2016	Checker / Vision Sensor- 1535816	CRK272001	\$1,676.50			
		Ridgewater #2		MAINW- Engineering Tech	10/20/2016	Checker/ Vision Sensor - 1535815	CRK272001	\$1,676.50			
		Ridgewater #2		MAINW- Engineering Tech	10/20/2016	Checker / Vision Sensor - 1535814	CRK272001	\$1,676.50			
		Ridgewater #2		MAINW- WLM Nursing	5/4/2017	Simman 3G w/mentor - 1535867	3G	\$63,893.20			
		Ridgewater #2		MAINW- Cosmetology	6/1/2016	Bio-Synthesis- 1635713		\$4,425.90			
		Ridgewater #2		MAINW- Cosmetology	6/1/2016	Lamprobe- 1635708		\$5,400.00			
		Ridgewater #2		MAINW- Auto body	1/21/2015	Cutrer- 1635730	CE6000-120	\$3,100.00			
		Ridgewater #2		MAINW- Machine Tool	6/30/2017	Lathe- 1635723	TL -1	\$30,502.00			
		Ridgewater #2		MAINW- Auto Mech	2/10/2017	dynamometer- 1740051		\$68,470.00			
		Ridgewater #2		MAINW- Auto Mech		Certification Kit / one part of - 1746605	EEDM302A	\$7,688.98			
		Ridgewater #2		MAINW- Auto Mech		Certification kit / one part of - 1746604	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit / one part of - 1746603	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit / one part of - 1746602	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit / one part of - 1746601	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit / one part of - 1746600	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit / one part of - 1746555	EEDM302A	\$7,688.97			
		Ridgewater #2		MainW- Ag Dept.	2/10/2017	Portable Analyzer - 1746599	NR	\$27,800.00			
		Ridgewater #2		MAINW- Auto Mech		Certification kit/ one part of - 1746605	EEDM302A	\$7,688.98			
		Ridgewater #2		MAINW- Auto Mech		Certification kit/ one part of - 1746604	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit/ one part of - 1746603	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit/ one part of - 1746602	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit/ one part of - 1746601	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit/ one part of - 1746600	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Auto Mech		Certification kit/ one part of - 1746555	EEDM302A	\$7,688.97			
		Ridgewater #2		MAINW- Machine Tool		Measuring Arm- 1746765	Absolute Arm	\$30,357.00			
		Ridgewater #2		MAINW- NDT		Ultrasonic Phased Array Instr- 1746758	MX2	\$15,400.00			
		Ridgewater #2		Ridgewater-Willmar Ag Shop	4/22/2021	Fluid Power Training- Cavitation Simulator	Model # MF200-CAV Serial # CAV-10085	\$9,930.00	\$5,930.00		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Willmar Ag Shop	3/30/2021	Tesa- off Highway Vehicle Diganostic Scan Tool	Mod: 31050 Maggio- 9 SN: DNRLT032550	\$7,995.00	\$7,500.11		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Hutchinson Med- Assist. Lab	3/29/2021	Med- Asst. Exam Tables w/ Otoscope, sharp safety enclosure	Family Practice Exam table w/ster stool, wall mounted otoscope, sharps enclosure	\$7,431.05	\$3,596.60		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Willmar Vet Science Lab	12/14/2020	Innovet 30KW X-Ray system	Mod: Innovet select HF x-ray SN: 00210-002	\$20,911.00	\$20,911.00		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Hutchinson Med- Assist. Lab	4/20/2020	Siemens Clinitek Status + Urin Analyzer	Siemens Clinitek Status + MN: 240-0379675 SN: 21-319694	\$839.49	\$839.49		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Willmar Animal Science Lab	5/5/2020	Reality Works Bovine Injection Simulator	Model: 42010450 Non-serialized product	\$9,800.37	\$9,800.37		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Willmar Machine Shop	4/23/2020	AcuRite M81 X/Y Power Feed Controller	Mod: 1113777 01 / SN: 68-911 426 D	\$15,141.00	\$15,141.00		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Hutchinson Machine Shop	5/15/2020	Haas TL-1 CNC Turning Center	HAAS- TL-1 / SN: 3118612	\$28,323.00	\$28,323.00		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Hutchinson Machine Shop	5/15/2020	Haas Mini-Mill CNC Milling Center	HAAS- MiniMill / SN: 1172801	\$31,765.00	\$31,765.00		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Willmar Ag Shop	4/3/2020	Hyfo AgroDrone Crop Sprayer UAV Package	Model: AGI-16 / SN: 000106	\$21,571.20	\$21,571.20		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Willmar Machine Shop	3/30/2021	Haas MiniMill	Model# HAAS MiniMill / SN: 1182362	\$38,493.00	\$38,493.00		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Willmar Machine Shop	5/20/2021	Haas TL1 Tool Room Lathe	Model# HAAS TL-1 / SN: 3121738	\$35,847.25	\$115.80		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Hutchinson Welding Lab	5/17/2021	Accushear- CNC Sheet Metal Shear	Model# 62508 / Serial # 7575	\$58,780.00	47021.03 / 978.97		MIF- 2/10/22
		Ridgewater #2		Ridgewater- Machining Shop	3/1/2018	Drill Sharpener	15009607	\$7,119.55	\$7,119.55	Y	
		Ridgewater #2		Ridgewater- Welding Shop	4/1/2018	McKesson welder	1.17271E+11	\$2,999.13	\$2,999.13	Y	
		Ridgewater #2		Ridgewater- Welding Shop	4/1/2018	Weld Camera Kit	XCC-1802-0075	\$9,325.00	\$9,325.00	Y	
		Ridgewater #2		Ridgewater- Welding Shop	3/3/2018	Wire Feeder	MI175037U	\$1,941.07	\$1,941.07	Y	
		Ridgewater #2		Ridgewater-Willmar Vet Science	1/29/2023	Idexx ImageVue DR30					
		Ridgewater #2		Ridgewater-Willmar		Mobile Simulator					
		Ridgewater #2		Ridgewater-Hutchinson Automation Lab	5/11/2023	Fanuc Certified Education Robot Training Package LRMate 2000D					
		Ridgewater #2		Ridgewater-Willmar Ag Shop	12/1/2023	Hybrid-Electric Vehicle Trainer					
		Ridgewater #2		Ridgewater-Willmar Nursing Lab	4/21/2023	Laerdal Modular Skills Trainers (12)					
		Ridgewater #2		Ridgewater-Willmar Med Assist Lab	4/21/2023	Laerdal Modular Skills Trainers (10)					
		Ridgewater #2		Ridgewater-Hutchinson Nursing Lab	4/21/2023	Laerdal Modular Skills Trainers (13)					
		Ridgewater #2		Ridgewater-Hutchinson Med Assist Lab	4/21/2023	Laerdal Modular Skills Trainers (10)					
		Ridgewater #2		Ridgewater-Hutchinson - Machine Tool Lab	4/4/2023	Machine Tool - 5th Axis tooling					
		Ridgewater #2		Ridgewater-Hutchinson Automation Lab	8/1/2023	Automation Studio software to enhance online and on-campus lab activities for automation, electrical, PLC, fluid power etc. (Automation)					
		Ridgewater #2		Ridgewater-Hutchinson Automation Lab	8/1/2023	Automation Studio software to enhance online and on-campus lab activities for automation, electrical, PLC, fluid power etc. (Automation)					
		Ridgewater #2		Ridgewater-Willmar Ag Lab	8/1/2023	activities for automation, electrical, PLC, fluid power etc. (Ag)					
		Ridgewater #2		Ridgewater-Hutchinson Education Lab	11/3/2023	TOBI Dynavox - assistive communication device					
		Ridgewater #2		Ridgewater-Hutchinson Machine Shop	1/23/2023	Advanced CNC Training Equipment					
		Ridgewater #2		Ridgewater-Hutchinson Welding Lab	6/2/2023	SP-1 Multi-process welder					
		Ridgewater #2		Ridgewater-Willmar Automotive Lab	6/9/2023	John Bean V3300 Alignment System w/ AC400 Clamps					
		Ridgewater #2		Ridgewater-Hutchinson Nursing Lab	5/18/2023	Tetherless SimMom					
		Ridgewater #2		Ridgewater-Hutchinson Automation Lab	2/7/2024	Amatrol Mechanical Drive Systems Trainer					

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STATEMENT OF ASSURANCES & CERTIFICATIONS

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4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
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8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson

Craig Johnson

Signature

04.21.2025

Date

email: _____

Phone: _____

District Name: Atwater-Cosmos-Grove City (ACGC)

District Number/Type: 2396

Superintendent's Name (Print): Kip Lynk

Kip Lynk

Signature

4/30/25

Date

email: Lynk.Kip@acgcfalcons.org

Phone: 320-244-4712

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

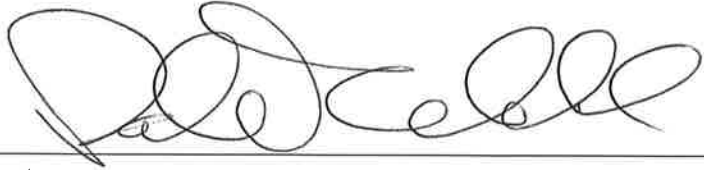
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Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Belgrade-Broten-Elrosa (BBE)</u>	
District Number/Type: <u>2364</u>	
Superintendent's Name (Print): <u>PATRICK WALSH</u>	
	<u>5-1-25</u>
Signature	Date
email: <u>pwalsh@bbejaguans.org</u>	
Phone: <u>320-583-2972</u>	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


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Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
 Signature	<u>04.21.2025</u> Date
email: _____	
Phone: _____	

District Name: <u>Buffalo Lake-Hector-Stewart (BLHS)</u>	
District Number/Type: <u>2159</u>	
Superintendent's Name (Print): <u>Joel Baumgarten</u>	
 Signature	<u>4-29-25</u> Date
email: <u>jbaumgarten@b/h.k12.mn.us</u>	
Phone: <u>320-848-2233 x 1359</u>	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Bird Island-Olivia-Lake Lillian (BOLD)</u>	
District Number/Type: <u>2534</u>	
Superintendent's Name (Print): <u>James Menton</u>	
	<u>4/30/2025</u>
Signature	Date
email: _____	
Phone: _____	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

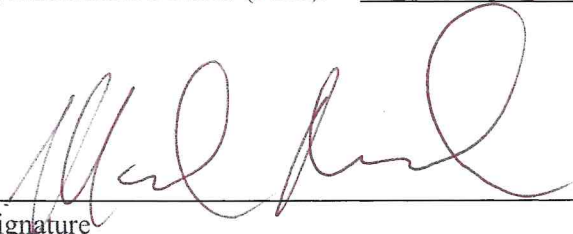
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Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04-21-2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Dassel Cokato</u>	
District Number/Type: <u>466</u>	
Superintendent's Name (Print): <u>Mark Raymond</u>	
	<u>4/21/25</u>
Signature	Date
email: <u>M Raymond mark.Raymond@DC.K12.MN.US</u>	
Phone: _____	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>DREAM Technical Academy</u>	
District Number/Type: <u>4217-07</u>	
Superintendent's Name (Print): <u>Tammie Knick</u>	
	<u>4/22/2025</u>
Signature	Date
email: <u>tknick@technicalacademies.org</u>	
Phone: <u>320-262-5644</u>	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

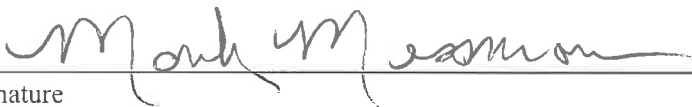
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Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Eden Valley - Watkins</u>	
District Number/Type: <u>463</u>	
Superintendent's Name (Print): <u>Mark Messman</u>	
	<u>04.30.2025</u>
Signature	Date
email: <u>mmessman@evw.k12.mn.us</u>	
Phone: <u>320-453-2900</u>	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


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College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Gibbon-Fairfax-Winthrop (GFW)</u>	
District Number/Type: <u>2365</u>	
Superintendent's Name (Print): <u>KELLY D. SMITH</u>	
	<u>4/21/25</u>
Signature	Date
email: <u>kelly.smith@gfwschools.org</u>	
Phone: <u>507-207-2203</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson

Craig Johnson
Signature

04.21.2025

Date

email: _____

Phone: _____

District Name: Glencoe - Silver Lake

District Number/Type: 2859

Superintendent's Name (Print): Christopher Sonju

Christopher Sonju
Signature

4-21-2025

Date

email: Csonju@gs1.k12.mn.us

Phone: 320 - 864 - 2491

(Duplicate as needed)




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College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Hutchinson</u>	
District Number/Type: <u>423</u>	
Superintendent's Name (Print): <u>Dan Deitte</u>	
	<u>4/21/2025</u>
Signature	Date
email: <u>daniel.deitte@isd423.org</u>	
Phone: <u>320-587-2860</u>	

(Duplicate as needed)




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College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Kerkhoven-Murdock-Sunburg (KMS)</u>	
District Number/Type: <u>775</u>	
Superintendent's Name (Print): <u>Martin Heidelberg</u>	
	<u>4-22-25</u>
Signature	Date
email: _____	
Phone: _____	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson

Craig Johnson
Signature

04.21.2025
Date

email: _____

Phone: _____

District Name: Lester Prairie

District Number/Type: 424

Superintendent's Name (Print): Melissa Radeke

Melissa Radeke
Signature

4-25-25
Date

email: radeke@LP.K12.mn.us

Phone: 320-395-2521

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Litchfield</u>	
District Number/Type: <u>465</u>	
Superintendent's Name (Print): <u>Susan M. Burris</u>	
	<u>4/21/25</u>
Signature	Date
email: <u>Sburris@isd465.org</u>	
Phone: <u>320 - 442 - 8029 (cell)</u>	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS

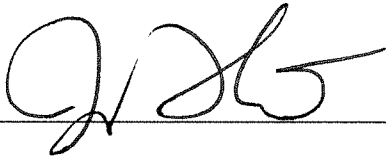
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Consortium Name: Mid-Minnesota Perkins Consortium

College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Maynard-Clara City-Raymond (MACCRAY)</u>	
District Number/Type: <u>2180</u>	
Superintendent's Name (Print): <u>JOSH AUSTAD</u>	
	<u>4/22/25</u>
Signature	Date
email: <u>austadj@maccray.k12.mn.us</u>	
Phone: <u>320 847-254</u>	

(Duplicate as needed)




STATEMENT OF ASSURANCES & CERTIFICATIONS


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College: <u>Ridgewater College</u>	
College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>New London Spicer</u>	
District Number/Type: <u>345</u>	
Superintendent's Name (Print): <u>Jamie Boelter</u>	
	<u>4/21/25</u>
Signature	Date
email: <u>boelterj@isd345.org</u>	
Phone: <u>320-354-2252</u>	

(Duplicate as needed)



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Consortium Name: Mid-Minnesota Perkins Consortium

College: Ridgewater College

College President's Name (Print): Dr. Craig Johnson

Craig Johnson
Signature

04.21.2025
Date

email: _____

Phone: _____

District Name: Sibley East

District Number/Type: 2310

Superintendent's Name (Print): Lonnie Seifert

Lonnie Seifert
Signature

4.21.25
Date

email: lonnie.seifert@sibleyeast.org

Phone: 507-964-8224

(Duplicate as needed)




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College President's Name (Print): <u>Dr. Craig Johnson</u>	
	<u>04.21.2025</u>
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Willmar</u>	
District Number/Type: <u>347</u>	
Superintendent's Name (Print): <u>Bill Adams</u>	
	<u>April 21, 2025</u>
Signature	Date
email: <u>adamsb@willmar.k12.mn.us</u>	
Phone: <u>320.231.8506</u>	

(Duplicate as needed)