# 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:** | Rochester/ZED |
| **Total Award Budget:** | $716,008.71 |

*Revised July 7, 2025*

## 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.

| | |
|---|---|
| Blooming Prairie Public Schools | |
| Byron Public Schools | |
| Hayfield Community Schools | |
| Kasson-Mantorville Public Schools | |
| Pine Island Public Schools | |
| Rochester Public Schools | |
| Stewartville Public Schools | |
| Triton Public Schools | |
| Zumbro Education District | |
| Rochester Community & Technical College | |
| | |
| | |
| | |
| | |
| | |
| | |

# Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

For our initial CLNA process, it was determined by Perkins Leadership to convene three in-person meetings to deliberate on specific topics. We carefully selected key partners whom we believed would offer valuable insights. While recognizing the impossibility of having every person recommended by State Perkins attend all three meetings, we opted to integrate ourselves into existing meetings where feasible to reach those diverse populations. These included Workforce Development ONE Stop partnership meetings, Secondary and Post-Secondary Advisory Board meetings, and participation in two co-design sessions facilitated by RPS, drawing input from students, families, staff, and the community, as well as gathering insights from the Mayo Clinic Workforce Development Team. Additionally, Post-Secondary attended a Dean's Meeting and Academic Affairs Cabinet Meeting to gather further input.

As needs were clarified and priorities shifted during FY25, our consortium worked to update the CLNA to reflect these updates, and our FY26 application reflects this effort. All of the elements submitted in 2024 remain the same. The following updates were made:
- E1-Need B: Non-Trad Students / Postsecondary: We reviewed data during the end of FY25, and developed new strategies accordingly around the identified need to increase nontraditional student participation in CTE programs where gender representation is significantly imbalanced (female students are underrepresented in programs such as Facilities and Services Technology (FAST), Automotive, Computer Science, and Information Technology, while male students are underrepresented in fields like Early Childhood Education and Cancer Registry Technology).
- E2-Need A: Expanding on and/or adding Programming / Postsecondary: Due to regional labor market needs, postsecondary is adding the Aviation program. This was presented to the local Perkins Governance Board and approved.
- E3-Need C: Expanding on and/or adding Programming / Postsecondary: After learning more about the need for healthcare program awareness, there is a need for students to understand what other pathways exist in RCTC healthcare programs that are not related to direct care.
- E5-Need B: Specialized Programming / Postsecondary:  Further work is needed in building relationships with the Rochester Public Schools Alternative Learning Center

# Narrative 2: Programs of Study (POS)

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

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

| POS (at the Career Pathway level) | 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 | Notes |
|---|---|---|---|---|---|---|---|
| **Production** | Both | Y | Y | Y | 145 | 16 | |
| **Network Systems-Programming & Software Development** | Both | Y | Y | Y | 61 | 54 | |
| **Therapeutic Services** | Both | Y | Y | Y | 66 | 276 | Secondary: This number is low compared to class enrollment. We will need to look at coding. |
| **Diagnostic Services** | Funding | Y | Y | Y | | 51 | |
| **Early Childhood Development and Services** | Funding | N | Y | Y | 134 | 2 | |
| **Teaching Training** | S-R | Y | Y | Y | 1 | 23 | Secondary: This number is low compared to class enrollment. We will need to look a |
| **Facility and Mobile Equipment Maintenance** | Both | Y | Y | Y | 0 | 20 | |

| POS (at the Career Pathway level) | 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 | Notes |
|---|---|---|---|---|---|---|---|
| Construction | Both | Y | Y | Y | 196 | 44 | |
| Agribusiness Systems | Funding | Y | Y | Y | 28 | | |
| Animal Systems | Funding | Y | Y | Y | 181 | 35 | |
| Restaurants and Food Beverage Services | Both | N | Y | Y | 0 | | Secondary: We are working on building this up. |
| Travel and Tourism | Funding | N | Y | Y | 0 | 11 | This is an upcoming program. |
| Law Enforcement Services | Funding | Y | Y | Y | 0 | 55 | |
| Emergency and Fire Management Services | Funding | Y | Y | Y | 0 | 7 | Secondary: Two schools are contracting with Riverland. But apparently coding is an issue. |
| Transportation Operations | Funding | Y | Y | Y | 0 | 6 | |

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

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

| NEED A: Expanding on and/or adding Programming | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 X | 3 X | 4 ☐ | 5 ☐ |

**COMBINED NEEDS STATEMENT:**
There is a need to expand programming by incorporating industry-aligned equipment and providing professional development. Based on findings from the MDE Approved Programs of Study Database and the CLNA, we have identified gaps and weaknesses that must be addressed to strengthen and enhance our programs. Industry partners continue to be vocal, providing guidance on equipment gaps we need to address.

**SECONDARY:**
Health Science
Culinary & Hospitality
Manufacturing -Construction, Transportation
Information Technology

**CTECH**:
The Career and Technical Education Center at the Heintz Center is a specialized program that offers students exposure to multiple pathways with industry connections. We need to continue to fund professional development for staff, upgrades to equipment and career exploration to maintain alignment with industry standards.

**POSTSECONDARY:**
Several CTE programs, such as FAST, Computer Science/IT, Peace Officer/Law Enforcement, and EMT utilize outdated technology and equipment that does not meet industry standards. Advisory Board members consistently emphasize the need to upgrade lab equipment to align with current industry standards, ensuring students receive hands-on training with the latest technology. The following programs will be

**1. Cybersecurity:**
The Cybersecurity program, a newly launched offering at RCTC, has experienced overwhelming demand in its first year, with all available seats filled and a waiting list of interested students. The need for this program was identified through the CLNA process and is further supported by the Bureau of Labor Statistics' projection of 34.7% employment growth in cybersecurity between 2021 and 2031, with an estimated 56,500 new jobs emerging. In Minnesota, the Department of Employment and Economic Development (DEED) identifies IT/Cybersecurity as a high-growth sector, underscoring the need for industry-aligned training resources to develop a highly skilled technical workforce. In our region, there is a need for employees who have cybersecurity expertise in healthcare settings, as identified by industry partner Mayo Clinic. To expand the Cybersecurity program and meet both student demand and industry needs, it is essential to invest in faculty development, so that faculty can support students with hands-on learning experiences.

**2. Healthcare Program Alternative "Off-Ramps:"**
Students who initially pursue healthcare programs but later decide to switch fields have limited structured career exploration support to transition into alternative career paths. An "off-ramp" type of support is needed especially for students who realize that direct patient care does not align with their interests. Identified in CLNA, there is a need for students to understand the different types of careers that are in the Healthcare field, but are not direct patient care.

**3. Business/AI Certificate:**
Introducing a Business/AI Certificate at RCTC will help meet the growing demand for AI professionals in the region and also responds to needs described in the CLNA. Rochester's tech sector is experiencing rapid expansion, with Rochester's tech employment growing at twice the state average, surpassing other areas in Minnesota. This surge is driven by increased integration of AI across various industries, particularly healthcare.

The Mayo Clinic states that AI is transforming patient care and health management, from improving diagnostics to enabling more personalized treatment plans—highlighting the importance of a workforce skilled in both AI and business practices to support this industry change (https://mcpress.mayoclinic.org/healthy-aging/ai-in-healthcare-the-future-of-patient-care-and-health-management/). The Minnesota Department of Employment and Economic Development (DEED) reports that 56% of occupations in the state are highly exposed to AI, affecting over 1.6 million jobs.

Further, in a meeting with Mayo Clinic and industry partners March 2025, the Mayo Clinic confirmed that students with a 2 year cybersecurity degree would meet employment for the position of Information Security Analyst and students with a Business/AI degree would meet the employment needs of the Associate Data Science Analyst position.

## 2. Strategies to address need:

**SECONDARY:**
1. Perkins funds will be used for acquisition of necessary equipment by June 30, 2026
   a. Funding in Narrative 8.
   b. Funding in Narrative 11.
2. Perkins will note funded equipment purchases in the SRPOS spreadsheet by June 30, 2026:
   a. Funding Narrative 2.
3. Perkins will continue to explore methods to meet the rising health care demand by strengthening our partnerships with Mayo Clinic.
   a. Funding through RPS and Mayo Clinic Partnership.
4. RPS Leadership will continue collaboration efforts with Mayo Clinic to expand offerings and experiences for students including the Phlebotomy program on an ongoing basis throughout the 25-26 school year.
   a. Funding through RPS and Mayo Clinic Partnership.
5. Perkins Leadership will facilitate and fund career exploration activities to support both students and educators in exploring various pathways and opportunities by June 30, 2026
   a. Funding in Narrative 2.
6. Perkins will pay expenses for professionals to attend conferences focused on understanding best practices for running successful programs by June 30, 2026.
   a. Funding in Narrative 8
7. Perkins will pay sub and/or stipend expenses for teachers to have time for curriculum writing and development by June 30, 2026.
   a. Funding in Narrative 8.
8. Perkins Leaders will use student interest data from College and Career Readiness platforms to inform programming decisions by January of 2026.
   a. Funding in Narrative 10.


**POSTSECONDARY:**
1. The Perkins Coordinator and CTE Dean will review advisory committee minutes and 5-year equipment plans to determine program needs. The Coordinator will also work with faculty to facilitate conversations and improve documentation at advisory committee meetings to better define and plan equipment needs. Funding in Narrative 10 under salaries.
2. Programs of study will be strengthened by exploring opportunities for program equipment updates and technologies. Funding in Narrative 2. Examples of need include:
   a. Peace Officer/Law Enforcement: Rifle equipment
   b. EMT
      i. Simulation Equipment
      ii. CPR Adults in varying skin tones with advanced feedback technology
   c. FAST: Technology in FAST lab - Boiler software

d. Cybersecurity: Lab equipment

3. RCTC faculty and staff will attend regional career exploration events throughout FY26 to promote CTE programs. Funding in Narrative 2.

4. RCTC faculty and advising staff will create and utilize an "Alternative Healthcare Career Options Matrix" to guide students toward non-direct patient care pathways. This tool will be used when talking with students who are unsure if they want to enter a direct care field. It can serve as a way to improve retention of these students - to help them find ways to use their credits towards another pathway that is related to what they were studying in direct patient care. Funding in Narrative 2.

5. Business faculty will collaborate with campus administration and their advisory board to launch the newly approved Business/AI Certificate. Perkins funds will be used for recruiting for this certificate. Funding in Narrative 5.

6. The RCTC communications team will create and roll out CTE-specific recruitment beginning Fall 2025. Funding in Narrative 5.

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

**SECONDARY:**
1. Program Approvals will be completed to reflect the addition of new offerings in the districts by November 1, 2025.
2. Participants will show an increase of 2% in the pathways by June 30, 2026.


**POSTSECONDARY:**
1. Support faculty and advisory committees in reviewing advisory committee minutes and 5-year equipment plans to determine program equipment needs, resulting in a multi-year forecast of critical equipment replacements.
2. Provide updated and industry-relevant equipment (e.g. Peace Officer, EMT, FAST, Cybersecurity) to CTE programs to enhance student learning and credential readiness, aligning with industry standards by the end of FY26.
3. Promote RCTC CTE programs to prospective students by having faculty and staff attend at least 3 regional career exploration events to increase student awareness and enrollment by FY26.
4. Establish career exploration support for students who need an "off-ramp" out of initial direct-patient healthcare pathways, with an "alternative healthcare career options matrix" advising tool by the end of FY26.
5. Launch the newly approved Business/AI Certificate in partnership with business faculty and advisory boards, and reach at least 115 students, aiming for 58 new enrollments by end of FY26.
6. Execute a targeted CTE-specific recruitment campaign to enhance program visibility and student engagement in FY26.


| NEED B:  Career Exploration | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 X | 4 ☐ | 5 X |
| **COMBINED NEEDS STATEMENT:** There is a need for Career Exploration. Surveys and focus groups completed during the CLNA & registration process indicated a need for more career awareness. Students, families, school staff and industry partners all reported the same need. | | | | | |
| **2. Strategies to address need:** | | | | | |

**SECONDARY:**

1. Perkins will provide funding for transportation for districts to facilitate field trips for students attending career events like STEAM and the Cannon Falls Career Fair during FY 26.
    a. Funding in Narrative 2.
2. Perkins will provide professional development opportunities for teachers and counselors to integrate career exploration into their curriculum in FY 26.
    a. Funding in Narrative 8.
3. Perkins will intentionally reach out to employers and ask for non-traditional speakers to come to middle school camp in June.
    a. Funding for Middle School Camp in Narrative 2.

**POSTSECONDARY:**

1. RCTC Perkins Coordinator will provide transportation for secondary career exploration events using Perkins funding. Funding in Narrative 2.
2. RCTC CTE Dean will establish faculty stipends for events outside of the faculty contract using Perkins funding. Funding in Narrative 2.
3. RCTC will collaborate with industry partners to host at least six high-volume CTE career awareness events during FY26 at RCTC using Perkins funding. Funding in Narrative 2
4. The Perkins Coordinator will work with the CTE Dean to develop a tracking tool for monitoring registration and impact of career awareness events on program enrollment. One option to explore is the potential of adding Postsecondary survey questions into the already established student survey administered by the Secondary Perkins Coordinators. Funding from Perkins for Coordinator time in Narrative 10.

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

**SECONDARY:**

1. All districts will be reimbursed by Perkins for transportation for career exploration events.
2. Metrics will be obtained on which districts attend, which grades, and pathway (s) (if applicable) attend the event and will be documented by July 2026.
3. Metrics will be gathered of non-trad students participating in high school career exploration during FY 26 looking for a one percent increase.

**POSTSECONDARY:**

1. Expand knowledge and exposure among secondary students about the CTE pathways at RCTC, with an incremental increase in response of students that participated in a career awareness event in FY26.
2. Follow up with each student who indicated interest in additional information about specific pathways.
3. Increase the number of students who identify their participation in an event (for example, only 1 of 9 students who completed the RCTC new student survey in carpentry stated they attended a career event).
4. Maintain and update newly developed event tracking spreadsheet for use by RCTC faculty/staff, reviewing quarterly.

| NEED C: Teacher Licensure | This Need is in Element(s): | | | | |
| --- | --- | --- | --- | --- | --- |
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 ☐ | 4 X | 5 ☐ |

**SECONDARY:**
The demand for licensed teachers remains significant as we found when creating our consortium Program of Study spreadsheet with the number of Out of Field Permissions from PELSB utilized in our consortium.

**POSTSECONDARY:**
N/A

| **2. Strategies to address need:** |
| --- |

**SECONDARY:**
1. Perkins Leaders will partner with Lakes Country Cooperative and Southeast Services Cooperative l collaborate and facilitate training sessions for teachers to participate in and provide an alternative pathway to licensure for current teachers by June 2026.
2. Perkins will pay for substitute teachers so classroom teachers can take time off to fulfill licensure requirements by June 30, 2026.

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

**SECONDARY:**
1. There will be an increase of five teachers licensed in their CTE content area by June 30, 2026.

1. *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?*

We will encourage directors of ALC programs to attend our Counselor Day where we will educate on the inclusion of special populations in their CTE course offerings. At the Secondary level, we have new programs of health sciences, information technology, and hospitality management.

With the additional funding provided by POS at the Cluster level, we have incorporated five additional POS into our programs. One of these POS was funded during the 2022-2023 school year.

The one we are bringing back is:
1. Emergency and Fire Management Services

Through further review as a team, we determined four additional POS would be added on the funding tab based on course in the consortia and POS to be further developed.
1. Programming and Software Development
2. Diagnostic Services
3. Travel and Tourism
4. Engineering and Technology

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

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

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

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

| NEED A: Career Exploration, Partnerships, & Collaboration | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 X | 4 ☐ | 5 X |

**COMBINED NEEDS STATEMENT:**
There is a need for stronger local partnerships between education, workforce development agencies, and employers to better align programs, services, and funding streams. Employers' feedback of students not ready to be employees emphasizes the importance of collaboration to ensure individuals have access to high-quality education and training that leads to meaningful employment and career advancement.

**CONSORTIUM WIDE:**
The connection between Perkins V and WIOA lies in their shared goals of preparing individuals for success in the workforce. Both laws emphasize the importance of aligning education and training programs with the needs of employers and the in-demand jobs of the local labor market. By coordinating efforts and resources, Perkins V and WIOA seek to ensure that individuals have access to high-quality education and training opportunities that lead to meaningful employment and career advancement.

**2. Strategies to address need:**

**CONSORTIUM WIDE:**
1. Quarterly collaborative meetings will be held for WDI, Perkins, and regional partners to ensure alignment of programming and funding integration as well participate in WDI WIOA regional collaboration committee by June 2026.
2. The work group will develop a hub of resources about the funding models and programming options by June 30, 2026.
3. Perkins Leaders will work closely with WDI to align services, and funding streams as well participate in WDI WIOA regional collaboration committee.

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

**CONSORTIUM WIDE:**
1. Perkins Leaders will share about WDI and other agency opportunities through the hub of resources created to all school districts by June 2026.
2. Joint meetings will be tracked on the Activity Tracker for attendance for FY 26.

1. *Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:*
   a. *Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.*

b. *Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.*
c. *Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs*

Our consortium is a part of the One-Stop delivery system (Workforce Development, Perkins, Service Coops, DVR) with quarterly meetings and collaboration. Part of these One-Stop meetings are to discuss how we are working together and where our programming overlaps with one another. These meetings focus on DEED in-demand data and educational programming that supports those pathways. Perkins connects with DVR for referrals and assistance to help with job placements and Pre ETS.

**Career Central:** an enhanced partnership between RCTC and Workforce Development, Inc. (WDI) to provide career services to our students and regional employers. Career counseling includes: personal career planning and counseling, career publications, career assessments, course selection, and transfer planning and resources. Students have access to nationwide job postings, job search skills development, resume and cover letter writing, interview preparation, life skills training, clothes closet, and young adult services (i.e. career exploration, mentoring, and time management).

**TRIO Student Support Services (SSS)** is in The Academic Support Center in the Student Services building, room 159. TRIO is funded by a federal grant through the U.S. Department of Education. TRIO SSS serves 250 students per year. To apply for TRIO Student Support Services an applicant must be a United States citizen or permanent resident alien and:
1. Are first-generation (neither parent has a four-year college degree) or
2. Are low-income (have financial needs and meet federal low-income guidelines) or
3. Have a documented disability on file with Disability Services
4. Have a need for academic support

- **RCTC Student Success Day:** a non-instructional day in which the college offers a variety of topics and workshops to inform students of the resources and support available.
- **Bridges to College and Careers - Bridges to Healthcare:** an established and nationally recognized partnership with Hawthorne Education Center (ABE), Workforce Development Inc., United Way of Olmsted County, and Mayo Clinic. Bridges currently has three direct pathways: 1) Healthcare Career, 2) Administrative Office Professional Career, and 3) Early Childhood and Elementary Education Career. This partnership has discussed the need to add more pathways. Current industry certifications offered at ABE are Adult CPR/AED and Certified Nursing Assistant.
- **Career-Connected Learning Specialist:** these positions are staffed out of the Southeast Service Cooperative to work directly with consortium and regional secondary schools to identify and secure professional development, equipment, and industry connections related to career pathways. Additionally the platform of Future*Forward(™)* can act as a connector for educators, students and businesses. It is free to use and very accessible for both education and businesses.
- **Middle School Summer Career Academy:** This planned event will provide a four-day long exploration into eight pathways that are in-demand, high wage careers for students entering 7th and 8th grade. We will offer it to 400 students running two sessions per day with 25 students per session. Students will remain in their chosen pathway the entirety of the week. We will likely work with Workforce Development, Inc or other agencies on in-kind contributions.
- **STEAM Summit and Mayo Clinic Health Careers Expo** -The consortium will continue to support this event by providing substitutes for teachers and transportation for students in both middle school and high school in a variety of pathways as a career exploration activity. Consortium Leaders also support the event by participating as exhibitors.
- Our consortium leadership participates in a number of local workforce development agencies, including but not limited to, Cradle2Career, CTEam, DEED, CEDA, Vocational Rehab, Diversity Council, Mayo Clinic Human Resources Department, and Workforce Development Inc.

- **Manufacturing Month:** Similar to other communities we would like to build a career exploration experience that is robust with involvement across industry, education, chamber, WDI and other organizations. Fall 2022, a career navigator piloted an experience that was scheduled in collaboration with the Construct Tomorrow event that was held in Rochester. The PS Perkins leader learned of the event and added RCTC as a visit for tours. Tours will continue into the Fall 2025.
- **HOSA/Discovering Healthcare**: Piloted in January 2023, the regional winter HOSA competition held at RCTC Heintz Center was scheduled in collaboration with a new healthcare exploration event. The intent was for area schools to bring students to learn about high wage, high skilled, in demand healthcare careers in the region and to learn about the HOSA student organization. The next event is scheduled for January 2026..
- **Region 3 Business Professionals of America (BPA) Conference:** RCTC Business faculty host 350+ area high school students for the Region 3 Business Professionals of America (BPA) Conference yearly. Perkins provides support in bussing and logistics. The goal of BPA is to provide middle and high school students with the opportunity to learn more about business through hands-on experiences. Students compete in over 90 categories nationwide, including Finance, Digital Media Production, Interview Skills, Computer Security, and more. This event happens in January with the next one in 2026.
- **SE MN Welding Competition:** The Southeast Minnesota Welding Competition is available to high school students in SE Minnesota who have taken welding courses and are interested in pursuing a career in welding, manufacturing, or the trades. The event will consist of three main parts: The Welding Competition, A Career Fair, and an opportunity for businesses, schools, and students to network and develop relationships to better the industries of welding, manufacturing, and the trades in Southeast Minnesota. The SE MN Welding Competition was held at the RCTC Heintz Center in Rochester on Tuesday, April 29, 2024. More information can be found at Southeast Minnesota Welding Competition (semnwelding.com).
- **Future Forward Career, College, and Job Fair at Cannon Falls:** Perkins collaborated with the Southeast Service Coop and the Career-Connected Learning Specialists to organize an event at the Cannon Falls Field House, which brought together over 100 businesses and professionals to showcase various career pathways. Thirteen schools, totaling over 1400 high school students, had the opportunity to explore these pathways through discussions and hands-on learning experiences including Interactive exhibits ranging from virtual reality machines to vein mapping, and nail and screw races. This event is an integral part of career exploration for the entire region, as it not only attracts numerous businesses but is also tailored to the RPS/ZED Region (and north). Some metrics 80% of students surveyed feel they are currently in the process of exploring what they are interested in. 45% of students want more information on both internships and mentorships and almost 50% want to get exposed to more careers and 22% want to get more hands-on experiences. 59% of students want one-on-one support in resumes or cover letters or both.

# 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 |
|---|---|
| (POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers | 5,000 |
| (POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers | 7,000 |
| **Postsecondary Subtotal** | 12,000 |
| (SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers | 0 |
| (SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers | 3,000 |
| **Secondary Subtotal** | 3,000 |
| **TOTAL** | 15,000 |

# Narrative 4: Integrated Academic and Technical Skills

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

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

| NEED A: Student Certifications | | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | | 1 ☐ | 2 X | 3 ☐ | 4 ☐ | 5 ☐ |

**COMBINED NEEDS STATEMENT:**
There is a need for student certifications in high school. Data obtained from our advisory committees have shown that students who have certifications are more ready to work in the industry.

**SECONDARY:**
Districts require financial assistance to effectively offer such programming. The certifications will act as a milestone for the students in their career pathways.

**POSTSECONDARY:**
There is a need to provide students with access to industry-recognized cybersecurity certifications. Currently, the cost of CompTIA Network+ and CompTIA Security+ exams—$262 each—poses a financial barrier for many students. These exams are not currently required for courses, but are essential for seeking employment post graduation. In Minnesota, job listings available via a general search dated 7/1/2025 on Indeed show over 50 open positions statewide that either require or strongly prefer CompTIA credentials such as A+ and Security+. Offering these certifications to 30 students (15 for each exam) would support additional credential attainment and career readiness in a high-demand field.

**2. Strategies to address need:**

**SECONDARY:**
1. Perkins funding will support industry certification for students enrolled in CTE programs by the end of the 2026 school year.

**POSTSECONDARY:**
1. Perkins funding will support the cost of CompTIA Network+ and CompTIA Security+ exams for CTE cybersecurity students. Given high interest in the new Cybersecurity program at RCTC, these funds will be exhausted and the certifications used by the end of FY26. Funding in Narrative 4.

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

**SECONDARY:**
1. 350 students will complete the course and obtain industry certifications by June 30, 2026.

**POSTSECONDARY:**

1. Support 30 students in obtaining industry-recognized cybersecurity credentials by covering the cost of CompTIA Network+ and Security+ exams, resulting in increased certification attainment and workforce readiness by June 2026. Students who obtain these certifications will be prepared and will have passed academic coursework prior to sitting for the exam.

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

Our consortium is committed to fostering the growth of both academic and technical skills among our students. Our leaders will proactively disseminate industry-standard information and utilize feedback gathered from industry partners during Advisory Meetings to enhance our programs. This feedback will serve as a guiding force in selecting certifications to endorse and offer support for, thereby aligning our offerings with industry needs and enhancing their relevance and effectiveness in education.

# Narrative 5: Special Populations

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

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

| NEED A:  Specialized Programming | | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ | 5 X |
| **COMBINED NEEDS STATEMENT:**<br>There is a clear need to support and expand alternative learning programs, as findings from the CLNA and the MDE Approved Programs of Study Database indicate that many alternative sites lack strong, structured pathways. It is imperative to diversify and enhance programming to ensure students in alternative learning centers have access to the resources, guidance, and opportunities necessary for their success.<br><br>**SECONDARY:**<br>Alternative Learning students encounter constraints in accessing programming opportunities. Factors such as student enrollment and class sizes contribute to the omission of certain pathways, thereby limiting students' awareness of the complete spectrum of available options.<br><br><br>**POSTSECONDARY:**<br>There are two key areas RCTC will focus on for to offer specialized programming:<br><br>**1. Adult Basic Education:**RCTC has an established, nationally recognized partnership with Hawthorne Education Center (ABE) (which also includes working partnerships with Workforce Development Inc, United Way of Olmsted County, and Mayo Clinic in the Bridges to College and Careers - Bridges to Healthcare project, that has involved 150+ employers since 2013) which currently has three direct pathways: 1) Healthcare Career, 2) Administrative Office Professional Career, and 3) Early Childhood and Elementary Education Career. Current industry certifications offered at ABE are Adult CPR/AED and Certified Nursing Assistant. There is a need to further develop the nursing pathway with ABE; writing prep classes are currently offered, but science prep classes are lacking. This partnership continues to be needed in the region and will be supported.<br><br>**2. Underserved accounting and nursing program students:** Underrepresented accounting and nursing students currently perform at lower rates when compared to accounting students as a whole. Identified through advisory boards and RCTC data, there is a need to support this population through specialized programming. RCTC's Accounting Department started a tutoring program to address this gap. During the first year of offering tutors in accounting to all students, the department saw a drastic improvement for BIPOC students specifically, with an increase in course success from 50% in Fall 2024 to 74% in Fall 2025 (the program as a whole also saw improvement, from 70% in Fall 2024 to 81% in Fall 2025). In order to continue to address this gap, RCTC needs funds to hire tutors. | | | | | | |
| **2. Strategies to address need:** | | | | | | |

**SECONDARY:**
1. Perkins will fund professional development opportunities to expand pathways by June 30, 2026.
    a. Funding in Narratives 5 and 8.
2. Perkins will fund equipment to enhance the programming at these learning centers by June 30, 2026.
    a. Funding in Narratives 2.
3. Program Approvals will be completed by districts as programs of study are developed by June 30, 2026.
4. Perkins will fund career exploration activities including transportation to events during the 2025-26 school year.
    a. Funding in Narrative 2.


**POSTSECONDARY:**
1. Preparatory science course(s) and student support will be developed, funded, and offered to address the challenges faced by ABE and other CTE students in the nursing pathway. Funding in Narrative 8.
    a. Increase prep programing for success in college
2. Support Articulated College Credit Agreements. Funding in Narrative 7 and Narrative 10.
3. RCTC's Business Department will hire tutors using Perkins funds to provide specialized programming support for underrepresented accounting and nursing students (these services will be available to all students). Funding in Reserve.

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

**SECONDARY**:
1. Each ALC will participate in two career exploration events during the 2025-26 school year.
2. Two new pathways will be approved for FY 26.
3. The ALC's will provide 20 student certifications by April 2026.
4. There will be an increase in students counted as participants and concentrators by June 30, 2025.


**POSTSECONDARY:**
1. Increase the course success rate of underrepresented accounting students through specialized tutoring support, raising overall success rates as well as the success rate of underrepresented students by the end of FY26, as seen through a five year trend.
2. Develop prep classes for Hawthorne Adult Basic Education (ABE), such as for students in the Bridges2Healthcare nursing pathway to support academic readiness for postsecondary nursing programs, increasing student preparedness by offering at least one new science prep course by the end of FY26.

| NEED C: Language Translation Services, Marketing and Communications | This Need is in Element(s): | | | | |
| --- | --- | --- | --- | --- | --- |
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ | 5 X |

**NEEDS STATEMENT:**
There is a need to increase awareness and enrollment of underrepresented genders in specific CTE programs at RCTC by showcasing student success stories. CLNA findings and disaggregated program enrollment data indicate persistent gender imbalances in the target programs of Peace Officer, FAST, Auto, and Aviation.

**POSTSECONDARY:**
Prospective students may lack relatable role models or firsthand insights into these career paths, which can discourage participation. Using current program participants as ambassadors can help bridge this gap by providing authentic, relatable perspectives. A report from the National Alliance for Partnerships in Equity (NAPE) found that using personalized storytelling through video testimonials effectively increases interest among underrepresented groups in STEM and CTE fields by reducing stereotypes and increasing perceived career accessibility (NAPE, 2020). Research such as the report from NAPE supports the effectiveness of representation in recruitment efforts, and advisory board discussions have emphasized the need for targeted outreach strategies.

| 2. Strategies to address need: |
|---|

**POSTSECONDARY:**
1. RCTC's Communications team, in collaboration with CTE faculty and current program participants, will develop and distribute video testimonials featuring students from underrepresented genders in Peace Officer, FAST, Auto, and Aviation to increase awareness and enrollment. Videos will be created and launched by May 2026 and shared through digital platforms, social media, and recruitment events. Funding in Narrative 5.
2. Promote the availability of the RCTC Aviation program through hands-on learning experiences in order to meet industry job growth and demand. Funding in Narrative 2.

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

**POSTSECONDARY:**
1. Develop and distribute video testimonials featuring underrepresented gender students in Peace Officer, FAST, Auto, and Aviation to increase awareness and enrollment in these CTE programs, resulting in completed videos that are ready to be published for FY27.
2. Purchase the Jaybird Flight Simulator to be used for recruitment efforts for the RCTC Aviation program by the end of FY26.

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

**Secondary:** During our Counselor training, we will provide education to the counselors, invited SPED Coordinators as well as SPED case managers about CTE programming, potential class alignments, and potential career opportunities. Through Career Exploration, we will provide students with transportation funding to see various occupations with openings. These will include STEAM Event, Construct Tomorrow, Manufacturing Month Tours, Discover Healthcare Careers, and the Welding Competition. All events will have employers talking about high-skill, in-demand careers. We will facilitate student engagement with non-traditional fields by organizing events that showcase, for example, women in construction. We will also engage in discussions with our vendors to emphasize the presence of non-traditional staff at these events. Additionally, transportation will be provided for students to attend such events.

We will allocate funds for program brochures that highlight the CTE pathways, and we are intentional about selecting graphics that feature diverse individuals in the career fields. We will pay for adequate transportation, including accessible buses, for students to tour businesses and participate in various events. We will support the opportunity to have a sub cover for the teacher or ESP when they are participating in these events with their students.

RCTC has an established relationship with Hawthorne Adult Basic Education, Mayo Clinic, and other community partners in the Bridges to Healthcare program. This innovative model has been recognized by Harvard. Hawthorne and RCTC have articulation agreements in medical terminology, administrative assistant, and developmental courses for college readiness. Other professional licenses, certifications, and apprenticeships will be added to the RCTC CPL procedures. RCTC has an arrangement with Rochester Public Transit that will allow RCTC to ride free with a valid RCTC Student ID any time on any route reducing the transportation barrier some students face. In addition, RCTC offers a variety of support services for our students to include tutoring, TRIO, a food pantry, and various CTE and Workforce scholarships through the RCTC Foundation.

Our action plan for Element #5 of the CLNA Framework includes increasing our communications and recruitment reach into underrepresented populations by providing information in languages other than English. We will partner with local translators to ensure our information is accessible. We also have identified a need for greater information and awareness at the middle school level. We plan to partner with middle-level administrators and counselors to provide information and access to career awareness and exploration activities, such as our Middle School Summer Career Academy.

Non-Discrimination Statement:
RCTC will ensure that members of special populations will not be discriminated against and have equal access to CTE. We follow all laws and acts. These items are upheld and followed, and the college makes the public aware through our website and certain print materials.
>    We follow and abide:
>    Section 504 of the Rehabilitation Act of 1973 (disability)
>    Title IX and the Education Amendments of 1972 (sex)
>    Title VI of the Civil Rights Act of 1964 (race, color, national origin)
>    Title II of the American with Disabilities Act of 1990 (disability, applies to public entities)
>
>    RCTC also upholds related Minnesota State Policies on non-discrimination:
>    1B.1 and 1B.1.1
>    1B.3 and 1B.3.1
>    1B.4

# Narrative 6: Work-Based Learning

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

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

| NEED A: Work-Based Learning | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 X | 2 ☐ | 3 ☐ | 4 ☐ | 5 ☐ |

**NEEDS STATEMENT:**
According to MinnState Secure Reports, there is a need to increase student enrollment in work-based learning (WBL) programs and to better coordinate, expand, and strengthen postsecondary WBL opportunities—such as internships, clinicals, and job shadowing—to align more closely with industry expectations and enhance student career readiness.

**SECONDARY:**
Our WBL numbers are slowly rebounding from COVID but could use some support to make meaningful experiences.

**POSTSECONDARY:**
There is a need to better coordinate, expand, and strengthen postsecondary work-based learning opportunities such as internships, clinicals, and job shadowing to better align with industry expectations and improve student career readiness. Currently, opportunities are inconsistent across programs, limiting student exposure to real-world experiences and industry input into curriculum development. This need was identified by multiple advisory board members and reinforced at the RCTC Advisory Summit in January 2024, where both college and industry partners emphasized the importance of collaboratively building meaningful work-based learning experiences.

**2. Strategies to address need:**

**SECONDARY:**
1. Perkins leaders will recruit licensed CTE teachers to enroll in the Alternative Teacher Training Program to obtain WBL endorsement with funding provided through Minnesota Service Cooperative funding by June 2026.
2. Perkins Leaders will allocate Perkins funding in the FY25 & FY26 budget for substitutes to allow the teaching staff to participate in the needed training.
   a. Funding in Narrative 8.
3. Perkins Leaders will organize a regional counselor professional development day that will outline the advantages of career exploration through WBL in the fall of 2025 funded by Perkins.

**POSTSECONDARY:**

1. The CTE Dean and VP of Academic Affairs will work to post and hire a new Career Services position that will support CTE internship opportunities, support Hawthorne students, lead career prep class activities, manage Focus2Career/Focus2College tools, and provide job placement support.
2. CTE faculty and the CTE Dean will develop a standardized end-of-internship evaluation tool to assess the quality of the internship experience from both student and employer perspectives.
3. CTE Faculty, Dean, and advisory committees will review internship evaluation outcomes in Spring 2026 to help shape program improvements.
4. Postsecondary programs will continue offering Perkins supported work-based learning experiences, including clinicals in healthcare and internships in welding, facilities and services technology (FAST), carpentry, business, veterinary technology, early childhood education, administrative office professional, human services, and private pilot training in aviation.

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

**SECONDARY:**
1. By the summer of FY26, 5 teachers will be enrolled in the WBL Alternative Teacher Licensure pathway.
2. There will be an increase of 3% of students enrolled in WBL programming by June 2026.

**POSTSECONDARY**
1. Fund a new Career Services staff position through Perkins by Fall 2025.
2. Increase CTE student and employer feedback collection through use of a standardized end-of-internship evaluation tool by faculty and the Dean, with 75% of programs that require internships incorporating the tool by Fall 2025.
3. Engage advisory committee members in program improvement planning using internship evaluation data, with 100% of committees reviewing data and recommending changes by Spring 2026.
4. Increase discussion of internship and job shadow opportunities among CTE faculty and advisory boards, by integrating the topic into 100% of program advisory meetings starting Fall 2025.

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

Secondary level students are offered the chance to engage in work-based learning through pathways such as work-based learning and agricultural education programs, as well as through SPED programming. We will provide support to teachers to acquire the Work-Based Learning (WBL) endorsement, thereby expanding opportunities for student involvement. Our consortium will collaborate with the Southeast Service Cooperative to leverage the Future*Forward*™ platform, connecting students with employers willing to provide such opportunities. RPS students will also work within the Xello platform for industry connections for career connected learning opportunities. We will inform teachers of the opportunities to know more about endorsement programs. We will support sub costs for teachers to obtain their endorsement.

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

# Narrative 7: Early Postsecondary Credit Opportunities

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

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

| NEED A: Dual Credit | | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | | 1 ☐ | 2 ☐ | 3 X | 4 ☐ | 5 ☐ |

**COMBINED NEEDS STATEMENT:**
There is a need to continue to build the relationship between postsecondary and secondary with a variety of dual credit pathways based on enrollment data.

**SECONDARY:**
Consortium wide students have access to PSEO, concurrent enrollment, and articulated credit courses that allow students to try pathways and see success before entering the program.

**POSTSECONDARY:**
Articulated college credit can reduce the time and cost of earning postsecondary credentials, especially for CTE students. When RCTC Perkins leaders wanted to better understand the successes and challenges of articulated credit, there were some gaps in the data - we are not currently able to run any reports that show student utilization across colleges and by high school. The consortium heard feedback from Kathy Haugan, who coordinates articulation agreements, about the challenges of finding specific data related to use of articulated credit - the current vendor had to rebuild the system, and adding a report function is lacking. More clarity is needed to better understand the use of articulated college credit, how it is marketed to students, and the course options that are available. Furthermore, national research from The Government Accountability Office (2017) shows that transfer students lose up to 43% of earned credits due to poor alignment and communication. If postsecondary is not able to understand how many students in our consortium use what articulations for what programs, we are unable to target pathways and address gaps and we are not able to address credit loss. Students are often unaware of how to access articulated credit or whether it will be accepted by their intended college. This research was more recently analyzed and the concept of "holistic credit mobility" introduced, with a recommendation to postsecondary institutions to consider student learning as a whole (https://sr.ithaka.org/publications/holistic-credit-mobility/).

| **2. Strategies to address need:** |
|---|

**CONSORTIUM WIDE:** The following initiatives will be supported:
1. Articulated College Credit
   a. CTECreditMN.com support. Funding under Narrative 7.
   b. Regional facilitation support. Funding under Narrative 7.
2. Concurrent Enrollment
3. College in Schools
4. PSEO

**SECONDARY:**

1. Perkins Leaders will facilitate training of counselors and educators to familiarize them with the dual credit options available, which they can then share with students in FY 26.
2. Perkins funds will be used to support the Credit CTE Portal.
    a. Funding in Narrative 7.
    b. Perkins funds will support teachers and faculty attending articulation meetings.

**POSTSECONDARY:**
1. The Perkins Coordinator will review all articulated college credit agreements and related data to fully understand course equivalency and usage. In particular, law, welding, early childhood (Byron/Kasson), CTECH courses. Funding under Narrative 10.
2. The Perkins Coordinator and Career Services Coordinator will facilitate training and workshops for articulation and concurrent enrollment to be scheduled and completed prior to June 2026. Funding under Narrative 8 and Narrative 10.
3. The CTE Dean, Perkins Coordinator, and Communications Department will develop a communication strategy for three identified pathways to engage faculty in high school classrooms to talk about careers and hold discussions about articulated credits.

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

**SECONDARY:**
1. There will be an increase of 3% in the number of students earning POSTSECONDARY credits (concurrent enrollment and PSEO) prior to HS graduation by June of 2026.
2. There will be a 2% increase in the number of students enrolled in the CTECreditMN site from our current number of 111 by June, 2026.
3. There will be an increase of two teachers in the number of current teachers (6) using the CTECreditMN system by June 2026.

**POSTSECONDARY:**
1. Increase awareness of articulated college credit opportunities among secondary faculty and counselors by having the Perkins Coordinator review all agreements and identify key individuals to hold discussions with by Spring 2026.
2. Deliver articulation and concurrent enrollment training to secondary and postsecondary faculty and counselors through two workshops facilitated by the Perkins Coordinator and Career Services Coordinator by June 2026.
3. Implement a targeted communication strategy across three identified CTE pathways to engage at least four faculty members in visiting high school classrooms and promoting articulated credits by Spring 2026.

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?*

In our consortium, students can participate in articulated credit, concurrent enrollment, college in the schools (CIS), and postsecondary educational opportunities (PSEO).

As a consortium, we are committed to expanding early college opportunities for our students. We have established local and regional articulations and are actively seeking additional opportunities for collaboration in this area. Whenever feasible, we facilitate concurrent enrollment courses within our CTE programs to provide students with a head start on earning college credits. Both RPS and ZED Alternative Learning Center's partner with RCTC to offer

students access to the Early/Middle College Programs, including the PTECH program, enabling them to earn college credit towards both a high school diploma and an Associate's degree. Additionally, we collaborate with RCTC to offer the FYEX (first-year experience) program in our comprehensive schools, supporting students' transition to higher education and promoting their academic success. Moving forward, the consortium will continue to develop CTE pathways at both the ALCs and with ABE, and we are committed to promoting early college opportunities at all levels to ensure equitable access and success for all students.

**Concurrent Enrollment**
RPS - Bio 1107 Anatomy and Physiology. It is a foundational course for many healthcare programs.
CIS Intro to Teaching as a Profession and Exploring Teaching II both will be offered for the 24-25 school year.
Triton - Applied Technical Math which is required for the Automotive Technician, Welding Technology, and the Facility and Service Technology program.

**Industry Recognized Credentials**
RPS currently provides opportunities to earn ASE, CNA/HHA, CDE, ServSafe, and OSHA-10 Construction. ZED schools currently provide opportunities to earn ServSafe, Food Handlers, and OSHA-10. RPS is adding AWSE Sense for the 23-24 year. RPS Online is adding StartSafe and NRF Customer Service Certification.

**Credit for Prior Learning**
Currently, RCTC offers over 100 internal credits for prior learning courses, with the majority falling within CTE. Our focus moving forward will be to formally establish and promote more external credit for prior learning options. External credit for prior learning encompasses industry-recognized credentials, certifications, and licenses. Recently, we have introduced at least two external credit for prior learning opportunities:

1. A Certificate to Credit agreement for the Medical Terminology course, established between the RCTC Healthcare Office Professional program and Mayo Clinic.
2. Certification for Nursing Assistant (CNA).

These initiatives aim to provide students with additional pathways to earn college credit through their existing knowledge and experiences, enhancing their educational journey and career prospects.

**Articulation**
As part of our commitment to facilitating seamless transitions for students, the consortium actively participates in the CTE CreditMN Articulation site, where both regional and local articulations are housed.

In FY23, initiatives were undertaken to align many local agreements with regional articulated college credit agreements. This strategic alignment expands opportunities for students, streamlining pathways to higher education and workforce readiness. Additionally, we initiated the exploration of transitioning some regional agreements to statewide agreements, further broadening opportunities for our students. Given the abundance of college opportunities within close proximity to the Rochester area, our overarching goal is to ensure that all students, regardless of their location, can access college credit opportunities. Overall, we anticipate that this expansion will attract more students to CTE programs, enhancing educational outcomes and preparing them for success in their chosen career paths.

Fall 2022 we started educating RPS teachers and counselors about Articulated College credit; what it is, the benefits; and how to use it. In FY24 we continue this training with ZED schools and have plans to continue this into FY25.

FY24, we increased the involvement of teachers and faculty in the Articulated College Credit regional meetings. We also conducted several trainings for teachers, counselors and administrators on how Articulated College Credit works. We will continue the training into FY25.

Students enrolled in the PTECH program, a partnership with RPS, RCTC and industry partners such as IBM and Mayo Clinic, who qualify for PSEO started their college course work in the fall of 24-25.This year the first cohort of students will potentially be graduating with both their high school diploma and AA in their chosen pathway.

# Narrative 8: Support to Professionals

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

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

| NEED A: Job-alike Support | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 ☐ | 4 X | 5 ☐ |

**COMBINED NEEDS STATEMENT:**
Strengthening collaboration within CTE disciplines and between secondary and postsecondary partners is essential to building a supportive professional network. Limited coordination currently leads to gaps in communication, resource sharing, and program alignment—an issue identified through teacher surveys and advisory committee discussions. Discipline-specific professional development has proven effective, providing valuable time for educators to connect, exchange ideas, and improve curriculum through peer collabora

**POSTSECONDARY:**
There is a need to build or strengthen relationships between secondary and postsecondary programs of study. Currently, collaboration between RCTC faculty and secondary educators is limited, especially in key CTE pathways such as carpentry, auto, accounting, and welding. Additionally, there is a need to educate area counselors on RCTC programs. At present, many high school counselors have limited exposure to the range of CTE offerings at RCTC, which may impact student awareness and enrollment.

**2. Strategies to address need:**

**SECONDARY:**
1. Perkins will help facilitate days of collaboration that will take place over the next fiscal year to enable teachers to coordinate their programs effectively.
2. Perkins will fund sub costs for the educators to be able to join the day and collaborate.
   a. Funding in Narrative 8.

**POSTSECONDARY:**
1. RCTC will host an annual regional fall Counselor training with space paid by Perkins in FY26.

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

**CONSORTIUM WIDE:**
1. Increase collaboration between RCTC faculty and secondary educators through an on-campus counselor training event by June 2026, with survey results indicating that 90% of counselors agree the training time is meeting their needs. Funding in Narrative 8.

| NEED B: Faculty/Staff Conferences and Trainings | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| 1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 ☐ | 4 X | 5 ☐ |

**CONSORTIUM WIDE:**
There is a need to annually explore CTE best practices nationwide. Given the constant changes within the industry, it's crucial for our faculty and staff to remain updated on the latest innovations that we should be implementing locally.

**SECONDARY:**
We strongly encourage staff to take advantage of professional development opportunities to enrich their understanding of current practices, especially considering emerging trends in all sectors. Our consortium area is experiencing significant changes and advancements, and staying abreast of the latest developments is crucial for providing high-quality education and services to our students and clients.

**POSTSECONDARY:**
There is a need for relevant, industry-aligned professional development opportunities for RCTC faculty that fit within their demanding schedules and directly support their teaching effectiveness. Faculty surveys indicate that professional development offerings are either insufficient or not directly applicable to their fields. Additionally, faculty report feeling overwhelmed with student needs during the academic year, making it difficult to engage in meaningful training. Without access to targeted, flexible professional development, instructors can struggle to integrate the latest industry practices into their teaching, limiting student preparedness for the workforce. Faculty survey results from the CLNA process highlight the need for professional development that aligns with industry trends and is scheduled around teaching responsibilities. Advisory Board discussions emphasize the importance of faculty staying up to date with workforce advancements. To address these gaps, paid externships and structured professional development opportunities will be necessary to ensure faculty receive hands-on, relevant training that reflects today's evolving workforce demands. Specifically, RCTC will provide professional development for FAST faculty, in order to develop teaching strategies to implement simulation technology into the student learning experience.

| 5. Strategies to address need: |
|---|

**CONSORTIUM WIDE:**
Attend the ACTE CareerTech Vision Conference as a consortium-wide team.
1. Perkins Leaders will identify and register a team to attend a national conference by September 2025.

**SECONDARY:**
1. Perkins will expend funds in professional development to support teachers to attend local, regional, and national training by June 30, 2026.
    a. Funding in Narrative 8.
2. Perkins will fund subs costs for teachers to attend the necessary trainings during FY 26.
    a. Funding in Narrative 8.

**POSTSECONDARY:**
1. Faculty will engage in externships, providing real-world experience and alignment with workforce needs by Spring 2026.

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

**Consortium Wide**
1. The consortium team who attend the ACTE Vision Conference December 9-12, 2025, will bring back and share learning with their colleagues at a department, regional or advisory committee meeting by the end of April 2026.

**Secondary**
1. Teachers who attend trainings or conferences will indicate in a survey that the professional development met their learning needs.

**POSTSECONDARY:**
1. Engage faculty in industry externships to enhance real-world experience and align curriculum with workforce needs, with at least 8 faculty participating by Spring 2026. Funding in Narrative 8.
2. Document faculty experiences and implement curriculum updates based on industry best practices, with at least two revised courses incorporating externship insights by FY26. Funding in Narrative 8.

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.*

RPS is the recipient of a Grow Your Own grant focused on increasing individuals entering into the teaching profession, specifically from groups underrepresented in the teaching profession. Strategies include outreach to student groups, increased offerings of course sections, scholarships for enrollment in a teacher preparation program, and a mentorship program for students in teacher prep programs.

We have formed a partnership with Lakes Country Coop to license our staff. At the beginning of each school year, we update our lists of staff, noting who is licensed and identifying those who may require additional support. We also have a Perkins Coordinator who is the CTE TIP.

At the POSTSECONDARY level we will invest heavily in instructor externships. COVID has widened the gap between industry and curriculum/training methods. Although the investment is large, it is an investment in our instructors to engage in meaningful on-site training to help bridge the instructor and industry connection. Instructors will be compensated (stipend) at a rate reflective of the hours to credit ratio during non-instruction dates. We place high value on this initiative and anticipate the following outcomes.

- Instructors:
  - Build relationships with industry.
  - Gain hands-on experience in the field.
  - Operate current industry equipment and technology.
  - Gain familiarity with industry practices, including employability skills, by metaphorically 'walking in the employee's shoes,' so to speak
  - Gain a greater understanding of the workforce they train (eg. diversity, life issues, etc.).
  - Become more aware of and responsive to workforce challenges (eg. staffing shortages).
  - Seek opportunities for greater collaboration (eg. guest speaker, equipment donations, advisory committee membership, potential subs, or teaching opportunities).
  - Compare industry standards to curriculum.

- o Make program changes as identified (eg. curriculum, equipment).
- o Enhance teaching and learning strategies.
- o Use the experience as a professional development toolbox item for their instructor evaluation.

# Narrative 9: Performance Gaps

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

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

| NEED A: Non-Trad Students | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| 1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 X | 2 ☐ | 3 ☐ | 4 ☐ | 5 ☐ |

**SECONDARY:**

There is a need to increase the number of non-traditional students as the enrollment of non-traditional students decreased by 5% during the last reporting period. This decline can be attributed to various COVID-related factors, including the limited interaction between students and counselors due to remote learning. The promotion of Career and Technical Education (CTE) courses was hindered by the online format, which made it difficult to engage non-traditional students effectively into programming. Concentrators also went down as with the COVID year as students were not participating in the CTE courses online. Additionally, opportunities for career exploration and exposure were curtailed, with canceled bus tours to businesses and restrictions on guest speakers in school buildings and classrooms. Career exploration, exposure and POSTSECONDARY preparation work in the past several years was also impacted by the increased focus on meeting basic needs, and supporting increased mental health demands. This impacted school counselor work in addition to school staff across the board.

**POSTSECONDARY:**

Postsecondary State Determined Performance Levels for non-traditional students (3P1) show an increase from 15.35% in 2023 to 18.86% in 2024. To help continue this upward trend in non-traditional performance levels, we investigated disaggregated data to identify where support is further needed. In fulfilling the outcome of our FY25 application, we identified Carpentry, FAST, Nursing, Engineering, Cancer Registry Technology as programs to focus on non-traditional student recruitment.

There is a need to increase nontraditional student participation in CTE programs where gender representation is significantly imbalanced. Currently, female students are underrepresented in programs such as Facilities and Services Technology (FAST), Automotive, Computer Science, and Information Technology, while male students are underrepresented in fields like Early Childhood Education and Cancer Registry Technology. At the secondary level, there is currently no awareness of the Cancer Registry program as a career pathway for male students. These gaps were identified through program enrollment data and feedback from advisory committee members and secondary partners.

| |
|---|
| 2. **Strategies to address need:** |

**SECONDARY:**

1. Career Exploration field trips will be funded by Perkins to highlight examples of non-traditional representation in careers.
   a. Funding in Narrative 2.
2. During our counselor day, we will emphasize the significance of non-traditional students in career paths aligned with their interests and abilities. This approach will empower counselors to make well-informed recommendations and actively encourage students to enroll in relevant programming.
3. Perkins Leader will provide counselors with data from college & career readiness platforms to support career exploration activities with student interest areas.


**POSTSECONDARY:**

1. Secondary and postsecondary partners will co-host career awareness events, such as highlighting the Cancer Registry program and Early Childhood Education as viable and rewarding pathways for male students by Spring 2026 using Perkins funding.
2. Marketing staff will create nontraditional student spotlights and career pathway materials representing diverse genders in underrepresented programs by Spring 2026 using Perkins V funding. Focus will be on targeted recruitment campaigns for nontraditional students in FAST, Automotive, Computer Science, Cancer Registry, Early Childhood Education, and IT programs. This is also covered in Narrative 5, Need D. Funding in Narrative 5.
3. RCTC will promote the Carpentry program at the annual NAWIC conference, "Construct Tomorrow," which will be held at RCTC.

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

**SECONDARY:**

1. We will see an increase of 1% in non-trad enrollment by June, of 2026.

**POSTSECONDARY:**

1. Increase participation of Perkins eligible programs at the scheduled RPS Career Connections events from 44% to 60% of RCTC eligible programs by the end of FY26.
2. Increase visibility and appeal of nontraditional career pathways among underrepresented genders by publishing student spotlights and targeted pathway materials, resulting in an increase in inquiries or applications to the following programs: FAST, Automotive, Computer Science, Cancer Registry, Early Childhood Education, and IT programs by Spring 2026.

4. Provide additional narrative to address the following *if not already addressed in the table above*:
   a. What specific student group(s) were identified as having significant disparities or performance gaps?
   b. What specific actions will the consortium take at both the secondary and POSTSECONDARY level to eliminate these disparities or close performance gaps?

**Secondary**

Special Education students are underrepresented in several pathways, including Animal Systems, Accounting & Finance, Business Management, Basic Transportation, and Culinary/Hospitality/Food Science. Furthermore, non-traditional students exhibit disparities, particularly in pathways where females are underrepresented:

20% in Power, Structural & Technical Systems
14% in Electronics
8% in Engineering/STEM
35% in Accounting & Finance
11% in all Construction

14% in all Manufacturing

**POSTSECONDARY**
1. As noted in Narrative #8 membership in NAPE will be supported along with two PS staff/faculty attending the National conference to learn of best practices across the country with plans to implement at least one new initiative at the college.

# Narrative 10: Consortium Governance

**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**
1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

| NEED A: Perkins Leaders Positions | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 ☐ | 4 X | 5 ☐ |
| **CONSORTIUM WIDE:** Perkins V necessitates local consortium leaders and governance to effectively implement its provisions and tailor career and technical education programs to the specific needs and opportunities of each community. Perkins Coordinators and the local governance board ensures that stakeholders, including educators, employers, parents, and students, have a voice in shaping CTE initiatives that align with local workforce demands and economic priorities. It enables the customization of educational pathways to meet the unique challenges and opportunities present in each region, fostering collaboration among local partners to maximize resources and support student success. Moreover, local governance promotes accountability and transparency in the use of Perkins V funds, ensuring that investments in CTE programs yield meaningful outcomes for learners and contribute to the vitality of local economies. | | | | | |
| **2. Strategies to address need:** | | | | | |
| **CONSORTIUM WIDE:**<br>    1. Fund Perkins coordinator positions.<br>        a. Funding under Narrative 10.<br>    2. Perkins Coordinators will:<br>        a. Conduct business on behalf of the consortium partners.<br>        b. Run a Governance Board to oversee the work of the Perkins Leaders and consortium.<br>        c. Prepare for and write annual CLNA, plan, budget, APR.<br>        d. Oversee and support the spending of consortium funds.<br>        e. Attend and participate in Perkins Leaders meetings at the local, regional and state level as well as professional development opportunities to stay up to date on information and trends.<br>    3. Funding will be allocated to cover the salaries of Perkins Coordinators for their time and efforts.<br>    4. PAR reports and activities by month will be completed. | | | | | |
| **3. Measurable Outcomes (report results in next APR):** | | | | | |

---

**CONSORTIUM WIDE:**
1. Perkins Leaders will be employed.
2. Plans and budget will be submitted by May 1, 2026.
3. APR will be completed and submitted in October 2025.
4. Governance Board meetings will be held quarterly during FY 26.
5. A monthly tracker of events and activities will be kept and reviewed throughout the 25-26 school year.

**CONSORTIUM WIDE:**
1. Metrics such as activities we have coordinated and the count of the number of students who participated will be documented.

---

4. 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.

We have a core leadership team comprising one postsecondary and two secondary coordinators. This team convenes at least monthly to discuss initiatives and budget allocation. Our application, budget, and initiatives are all rooted in the Comprehensive Local Needs Assessment (CLNA). The CLNA process, conducted over several months, is based on regional workforce data, current performance indicators, and stakeholder-identified areas of focus. This process culminated in the identification of three primary domains: Access & Equity, Program Development, and Professional Development. Ideas collected were then rated for importance and priority.

However, the grant budget doesn't cover all identified needs. Therefore, the leadership team must prioritize the budget, with decisions guided by the CLNA. Budget items are categorized by consortium, POSTSECONDARY, and secondary levels. The team determines what can and cannot be funded. Each coordinator is responsible for communicating the plan to all consortium members, maintaining ongoing communication at each level. Secondary coordinators regularly engage with superintendents, principals, and staff, while POSTSECONDARY coordinators communicate with the CTE dean, faculty, and staff through division meetings, one-on-one interactions, emails, and informal conversations.

We have a Comprehensive Local Needs Assessment (CLNA) team comprising members from business/industry, instructors, and other vested stakeholders. This CLNA team plays a crucial role in providing the information required to complete the needs assessment. As mentioned earlier, the process and outcomes of the needs assessment guide the direction for the next two years (reflected in this application) and dictate funding options.

At each level, we have program-specific advisory committees that actively engage business and industry stakeholders in discussions and reviews of current programs. The aim is to identify strengths and opportunities for improvement. Coordinators serve as members of these advisory committees. Additionally, at the POSTSECONDARY level, there is typically a Perkins update provided at each meeting. These advisory committees play a crucial role in informing the college about the needs for curriculum, software, equipment, instructor training, and other pertinent aspects of program development and enhancement.

College faculty and advisory committee members regularly conduct tours of the shops/lab spaces. Additionally, the five-year equipment plan is reviewed annually. These equipment plans are subsequently utilized by college administration to determine priority, with emphasis placed on the strength of the advisory committee's voice. Administration then seeks the best funding source, which may include Leveraged Equipment, Donation Requests,

Perkins funding, and/or other grants. Ultimately, decisions regarding all funding sources are driven by industry needs and feedback.

In FY23, significant efforts were directed towards establishing a strong foundation for progress following a complete turnover in Perkins Leaders for the consortium. This began with the implementation of a new Governance Board structure, ensuring representation from both small and large districts, as well as diverse roles within the districts such as administration, CTE teachers, and curriculum specialists. New Governance Bylaws were developed and officially approved during this period.

Moving into FY24, further adjustments were made to the membership and language within our Bylaws to better reflect evolving needs and dynamics. Our plan for FY 26 is to continue to evaluate the effectiveness of our Governance Board and review and update membership. We remain committed to updating the Governance Bylaws as necessary to ensure alignment with our objectives and stakeholder interests.

# Narrative 11: Reserve Funds

**Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.**
**Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.**
1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

| NEED A:  Equipment Improvement | This Need is in Element(s): | | | | |
|---|---|---|---|---|---|
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3X ☐ | 4 ☐ | 5 |
| **CONSORTIUM WIDE:**<br> Numerous CTE programs face challenges due to the absence of crucial equipment or the presence of outdated equipment. This holds true across various industries and is not limited to any particular discipline. Industry partners have been guiding us to what equipment gaps we need to address. | | | | | |
| **Reserve Category:**   x Performance Gaps    ☐ Develop or Improve POS/CTE programs | | | | | |
| **2. Strategies to address need:** | | | | | |
| **SECONDARY:**<br>   1.   Equipment purchases will be made in many programs to bring programs of study up to industry standards.<br>        a.    Funding in Narrative 11.<br><br>**POSTSECONDARY:**<br>   1.   New equipment will be purchased that meets industry standards, and specific equipment that supports the success of  underserved students and programs that have performance gaps. For | | | | | |

example, funds will be used to purchase EMT manikins that have darker skin tones, showing representation of our region's diversity.

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

**SECONDARY:**
**1.** Equipment will be tagged.
   2.  Inventory sheet will be updated.

**POSTSECONDARY:**
   1.  Purchase equipment that meets industry standards and supports student success by the end of FY26, including EMT manikins.

| NEED B:  Academic Gaps | This Need is in Element(s): | | | | |
| --- | --- | --- | --- | --- | --- |
| **1. Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below): | 1 ☐ | 2 ☐ | 3 X | 4 ☐ | 5 |
| **POSTSECONDARY**: <br> Underrepresented accounting and nursing students currently perform at lower rates when compared to accounting students as a whole, signifying a gap that needs to be addressed. Identified through advisory boards and RCTC data, there is a need to support this population through specialized programming. RCTC's Accounting Department started a tutoring program to address this gap. During the first year of offering tutors in accounting to all students, the department saw a drastic improvement for BIPOC students specifically, with an increase in course success from 50% in Fall 2024 to 74% in Fall 2025 (the program also saw improvement, from 70% in Fall 2024 to 81% in Fall 2025). To continue to address this gap, RCTC needs funds to hire tutors. | | | | | |
| **Reserve Category:**   x Performance Gaps    ☐ Develop or Improve POS/CTE programs | | | | | |
| **2. Strategies to address need:** | | | | | |
| **POSTSECONDARY:** <br>    1.   RCTC's Business Department will provide a stipend for tutoring services, using Perkins funds to provide specialized programming support for accounting and nursing students who have gaps in academic performance (these services will be available to all students). Tutoring will be supported through reserve funds. | | | | | |
| **3. Measurable Outcomes (report results in next APR):** | | | | | |
| **POSTSECONDARY:** <br>    1.   Offer tutoring to support students who have performance gaps. Increase the course success rate of students with academic gaps through specialized tutoring support, raising overall success rates as well as the success rate of underrepresented students by the end of FY26, as seen through a five year trend. | | | | | |

   1.   Provide additional narrative to address the following:

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

b.  Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or POSTSECONDARY level.

Secondary - The entire Reserve fund will be allocated towards procuring new equipment for programs, aiming to align them more closely with industry standards. The Comprehensive Local Needs Assessment (CLNA) revealed numerous equipment deficiencies across various programs. With the flexibility to enhance programs within the Reserve budget, we deemed this the most effective utilization of the funds. Multiple schools within the consortium stand to gain from this opportunity to bolster their equipment inventory.

POSTSECONDARY - The entirety of our reserve allocation will be dedicated to equal access to CTE for all students, supporting tutoring and updated equipment.

# Perkins-Funded Positions

**Submit the following with your application materials**:
- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

# Required Documentation

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

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

**To be submitted with the 2024 Local Application**
*Revisions made 4.28.2025 for FY26*

| Consortium Name: | Rochester/ZED |
|---|---|

## 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):

Process:
It was determined by Perkins Leadership to convene three in-person meetings to deliberate on specific topics. We carefully selected key partners whom we believed would offer valuable insights. While recognizing the impossibility of having every person recommended by State Perkins attend all three meetings, we opted to integrate ourselves into existing meetings where feasible to reach those diverse populations. These included Workforce Development ONE Stop partnership meetings, Secondary and Post-Secondary Advisory Board meetings, and participation in two co-design sessions facilitated by RPS, drawing input from students, families, staff, and the community, as well as gathering insights from the Mayo Clinic Workforce Development Team. Additionally, Post-Secondary attended a Dean's Meeting and Academic Affairs Cabinet Meeting to gather further input.

The topics addressed in the CLNA sessions encompassed: 1) Review of Past Two Year Programming: Funded Initiatives and Programs of Study, DEED Labor Market Data, Meat Processing Regional Data, Women in the Workforce Data, 2) Student Data including participants, concentrator and Approved Programs of Study mapping of what courses these students were taking, Gap Analysis, and 3) Surveys were sent to Administration, Parent, and Students to understand their perceptions of our strengths and needs. Results were reviewed along with decision-making on new funded programs. The initial meeting primarily focused on disseminating data and providing an overview of the tasks at hand. The subsequent meeting saw increased engagement, as participants utilized sticky notes to record their thoughts on gaps and areas for improvement. These inputs were then prioritized on an X/Y Axis graph, with the upper right corner pinpointing the key focal areas for Perkins. All information was transferred to google docs for access and reference. In the final meeting, data from surveys were synthesized. Surveys were distributed to nine secondary districts, resulting in a low response rate. Post-secondary also conducted a survey among faculty members, yielding an acceptable return rate. We referenced the program of study document with the priorities identified on the XY graph, using sticky notes to denote funded programs. Participants found both activities engaging and instrumental in comprehending the project's significance. Those unable to attend all meetings were provided ample opportunity to participate and share their input via email, ensuring that their voices were heard and considered in the decision-making process.

How we addressed the 5 Elements:
**Element 1:Student Performance**
We accessed Minn State's Secure Reports to retrieve pertinent student data information.
We referred to the Minn State Performance Indicator Reports to identify and comprehend any existing gaps.

**Element 2: Size, Scope, and Quality**
We utilized Minn State's Program Approval Database to comprehensively assess the range of programs in operation across districts and identify any existing gaps.
Through an analysis of district programs, including participants and concentrators, we gained insights into the size and quality of the programs currently in operation.

**Element 3: Programs of Study**
Through our CLNA meetings and survey feedback, we learned which programs of study need support.
In using the information gleaned from the Program Approval Database, we were able to see which programs were suffering.

**Element 4: Recruitment, Retention and Training of CTE teachers**
We reviewed all CTE staff and learned who needs CTE licensure.
For Post-Secondary, we asked for feedback from faculty in a survey.

**Element 5: Equal Access to high-quality CTE Courses**
Surveys were distributed to district administration, counselors, CTE staff, students, and parents, seeking feedback on whether respondents perceived equal access for all students to CTE Programming.

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

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

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

---

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

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

| Name | Title | Group Represented |
|---|---|---|
| Jeannie Meidlinger | Perkins Coordinator | RPS/ZED Consortium |
| Heather Hogen | Perkins Coordinator | RPS/ZED Consortium |
| Jami Schwickerath | Perkins Coordinator | RPS/ZED Consortium |
| Sarah Ness | Perkins Supervisor | Southeast Service Coop |
| Will Ruffin | Perkins Supervisor | Rochester Public Schools–Equity & Engagement |
| Melanie Bersano | Regional Career Pathways Coordinator | Workforce Development Inc |
| Angie Richards | VP of Sales - Hospitality | Experience Rochester - Civic Center |
| Travis Bretzman | Manufacturing PR | McNeilus Steel |
| Heather Willman | RPS Director of Curriculum--Secondary | RPS Admin District |
| Molly Kappers | Ag Teacher | RPS Teacher Staff |
| Belinda Selfors | Superintendent | Stewartville High School |
| Diane Banach | Business Teacher | Pine Island High School |
| Matt Durand | Interim CTE Dean, Perkins Supervisor | RCTC |
| Aaron Davis | Faculty | RCTC |
| | | |
| Revisions: | | |
| Ren Olive | Grants Development Coordinator | RCTC |
| Michelle Pyfferoen | VP of Academic Affairs | RCTC |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## 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: Work-based Learning | | | | | | x | | | | | |
| Need B: Non -Trad students | | | | | x | | | | x | | |
| Need C: Increase Enrollment of Underrepresented Student Populations | | | | | x | | | | x | | x |
| **Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students** | | | | | | | | | | | |
| Need A: Expanding on and/or adding Programming | x | x | | | | | | | | | |
| Need B: Specialized Programming | x | x | | | x | | | | | | |
| **Element 3: Progress Towards Implementation of CTE Programs of Study** | | | | | | | | | | | |
| Need A: Career Exploration | | x | x | | | | | | | | |
| Need B: Equipment Improvement | | x | | | | | | | | | |
| Need C: Expanding on and/or adding Programming | x | x | | x | | | | | | | |
| Need D: Healthcare and Hospitality growth impact on other industries | x | x | | | | | | | | | |
| Need E: Dual Credit | | | | | | | x | | | | |
| **Element 4: Improving Recruitment, Retention, and Training of CTE Professionals** | | | | | | | | | | | |
| Need A: Perkins Leaders Positions | x | | | | | | | | | x | |
| Need B: Job-a-like Support | | | | | | | | x | | | |
| Need C: Faculty/Staff Conferences and Trainings | | | | | | | | x | | | |
| Need D: Teacher Licensure | | x | | | | | | x | | | |
| Need E: Stay up to date on Industry knowledge for Faculty | | | | | | | | x | | | |
| **Element 5: Progress Towards Equal Access to CTE Programs for all Students** | | | | | | | | | | | |
| Need A: Career Exploration | | x | x | | x | x | | | | | |

| Prioritized Needs / Barriers: | Narratives to Address the Need | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Need B: Specialized Programming | | x | | | x | | | | x | |
| Need C: Language Translation Services, Marketing and Communications | | | | | x | | | | | |
| Need D: Increase Enrollment of Underrepresented Student Populations | | | | | x | | | x | | x |
| Need E: Equity Review of Programs | | | | | x | | | x | | x |

# ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

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

| PRIORITIZED NEEDS<br>Element 1: Student Performance on Required Performance Indicators |
|---|
| **E1-Need A: Work-based Learning**<br><br>**Secondary:**<br>In reviewing the Minn State Secure Reports as well as Minn State's Performance Indicator Report, we found some areas of needs to focus on in the secondary realm. Work-Based Learning (WBL) was significantly impacted, particularly in light of the challenges posed by the COVID-19 pandemic. During the years affected by the pandemic, it's understandable that our WBL programs encountered setbacks. Many businesses faced closures or restrictions, preventing them from accommodating students for work experiences, especially in industries like manufacturing and healthcare where outside visitors were restricted. We must prioritize intentional efforts in the upcoming Perkins Plan to strengthen programming in districts and ensure students are enrolled in and placed in appropriate courses and placements.<br><br>The ACTE SPED Work-based Learning program in RPS has not undergone the program approval process. This matter will need to be addressed.<br><br>**Post-Secondary:** |

As indicated by Advisory Board members, it is imperative to have internship/clinicals incorporated into the programming. It was also indicated at the RCTC Advisory Summit in January 2024 that building more job shadowing and internships is a need for RCTC and industry partners to create together.

**E1-Need B: Non-Trad Students**
**Secondary:**
Additionally, the enrollment of non-traditional students decreased by 5% during this period. This decline can be attributed to various COVID-related factors, including the limited interaction between students and counselors due to remote learning. The promotion of Career and Technical Education (CTE) courses was hindered by the online format, which made it difficult to engage non-traditional students effectively into programming. Concentrators also went down as with the COVID year as students were not participating in the CTE courses online. Additionally, opportunities for career exploration and exposure were curtailed, with canceled bus tours to businesses and restrictions on guest speakers in school buildings and classrooms. Career exploration, exposure and postsecondary preparation work in the past several years was also impacted by the increased focus on meeting basic needs, and supporting increased mental health demands. This impacted school counselor work in addition to school staff across the board.

RPS has a need to address the underrepresentation of females and females of color in computer science/IT courses. Our current data shows that only 17% of students enrolled in CS/IT courses are females.

**Post-Secondary:**
Non-traditional student enrollment remains below the baseline and continues to exhibit a downward trend. There is a need to do a deeper dive in the data to determine areas to focus on. After an initial review of the data the State Determined Performance Level for Grant Year 3 was 15.28% and the actual Performance Percentage was 15.35%. This number is down from year 2 (17.05%) and year 1 (17.45%). There is a need to understand why the number is declining.

Update 4/2025: There has been a positive trend upwards in the State Determined Performance Level for postsecondary. We reviewed data during the end of FY25, and developed new strategies accordingly. In fulfilling the outcome of our FY25 application, we identified Carpentry, FAST, Nursing, Engineering, Cancer Registry Technology as programs to focus on non-traditional student recruitment. There is a need to increase nontraditional student participation in CTE programs where gender representation is significantly imbalanced. Currently, female students are underrepresented in programs such as Facilities and Services Technology (FAST), Automotive, Computer Science, and Information Technology, while male students are underrepresented in fields like Early Childhood Education and Cancer Registry Technology. At the secondary level, there is currently no awareness of the Cancer Registry program as a career pathway for male students. These gaps were identified through program enrollment data and feedback from advisory committee members and secondary partners.

**E1-Need C: Increase Enrollment of Underrepresented Student Populations**
**Secondary:**
Part of RPS's strategic plan is to increase enrollment and diversity of students who complete courses offering both high school and postsecondary credit, as well as to increase postsecondary and career readiness for all students.

Mayo Clinic Health Care Professionals of Color mentoring HSC students is currently in development. Initial meetings have been conducted to lay the groundwork for a mentorship program aimed at supporting students from underrepresented populations who are pursuing careers in healthcare. A dedicated group of Mayo Clinic employees is driving this initiative, and discussions have been held with district leadership to outline the program's framework

**Post-Secondary:**
2P1 Earned Recognized Postsecondary Credential performance rate of 33.37% continues to be much lower than the state average of 52.48%. There is a need to understand where the gaps are and if there are certain populations that need additional support.

See Element 5 Need D for more details on the need for mentoring and course completion.

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

Refer to the **Guidance to Assess Element Two** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

**Size:** Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

**Scope**: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)
- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

**Quality:** A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.
- **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from MinnesotaDepartment of Employment and Economic Development).
- **In-demand**: Occupations that are identified in DEED's Occupation in Demand index and/or through the Comprehensive Local Needs Assessment

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

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

**E2-Need A: Expanding on and/or adding Programming**
**SECONDARY:**
**All Programs:**
Based on the findings from the MDE Approved Programs of StudyDatabase, it's apparent that there's a need to align course names across the consortium with **TABLE C** to ensure accurate coding of participants and concentrators.

**Health Science**
We leveraged the MDE Approved Program Database to create a comprehensive consortium-wide Program of Study spreadsheet, detailing the programs operating within the districts. This enabled us to cross-reference the programming across districts, facilitating the identification of strengths as well as areas requiring improvement. Through analysis of districts, programs, pathways, participants and concentrators, as well as licensed teachers, we identified areas requiring attention. Notably, healthcare emerged as a significant need in our region, particularly with the Mayo Clinic's five-billion-dollar expansion. However, our current programs only have one school offering this pathway, and while some districts provide fragments of a health science program, none are comprehensive.

To begin to address this gap, we organized a HealthCare Summit on January 23, 2024, bringing together districts, post-secondary partners, and Minnesota Department of Education Health Science Specialists to brainstorm solutions to develop and implement more health sciences pathways. Following this collaboration, four districts—Triton, Kasson-Mantorville, and potentially Hayfield as well as Stewartville—expressed interest in developing healthcare programming for the upcoming school year. A current barrier exists in the shortage of licensed teachers, along with approved programs. This initiative may require support from Perkins funds for curriculum development, professional development time to build the program, and acquisition of necessary equipment.

In response to workforce needs one district, RPS, will be piloting a Phlebotomy program in partnership with Mayo Clinic for the 2024-25 school year. This is the first step in what hopes to be a more extensive partnership to offer expanded pathway opportunities for students to meet increasing needs in the healthcare workforce. RPS continues to see increasing demand from students for HSC offerings, and is currently unable to meet the demand due to space, staffing and funding constraints. Building on the Mayo Clinic partnership can help address this.

**Hospitality:**
Another gap that warrants exploration is the hospitality and marketing pathway. Family and Consumer Sciences is a robust concentrator pathway within our program. However, while there has been a strong emphasis on culinary studies, the hospitality pathway remains largely unexplored. With the anticipated dramatic growth in hospitality and tourism in our region over the next five years due to the Mayo expansion, it is imperative that we address this need. Currently, we do not offer any secondary programs that cater to this industry. To effectively meet the demands of the region, we believe it is crucial to support the development of this pathway and allocate budgetary resources to facilitate its implementation. Hayfield is interested in establishing an outdoor classroom tailored specifically to culinary arts and cultivating products locally. Additionally, Byron is seeking to broaden its offerings in this domain by initiating a meat processing course.

**Manufacturing:**
Furthermore, the manufacturing industry is a continual area of growth. Through our CLNA work group, the engineering, manufacturing and transportation pathways were heavily favored as priority pathways, with over 50% more responses than any other pathway. Engineering and manufacturing pathways are well represented, while transportation remains an area of need, particularly with the absence of auto body programs and limited availability of auto mechanics programs across the region.

**Information Technology:**
Computer science is a growing pathway both statewide and within our region, with IBM and Mayo Clinic playing a pivotal role, particularly for RPS. Our Comprehensive Local Needs Assessment (CLNA) highlighted the presence of some computer science courses; however, there is a notable scarcity of robust pathways within the consortium.With the implementation of new state standards, some schools are beginning to establish the computer science pathway, and Perkins funding can play a supportive role in bolstering these programs.

**Student Organizations:**

Based on the survey data, it's clear that there is a strong presence of FFA chapters within the consortium, with all districts except ZED ALC having an active chapter. Additionally, among the eight districts in the consortium, five have FCCLA chapters, three offer BPA, two have DECA, and one hosts SkillsUSA. These student organizations serve as invaluable platforms for students to explore career options and refine leadership skills through competitive career skill competitions.

Student organizations are pivotal in nurturing well-rounded CTE students, thereby contributing significantly to the development of a robust workforce. Moving forward, it is imperative to continue supporting and addressing the identified gaps in student organizations. This focus will further enrich the overall development of students and reinforce the importance of these organizations in shaping future career paths. HOSA (Health Occupations Students of America) and E-Sports have emerged as areas of need within our programs.

**POST-SECONDARY**

At the Post-Secondary level we currently have many programs. The gap is in supporting area teachers to be informed of the programs and students understanding the local opportunities available to them. Surveys showed that the community and prospective students are not aware of the programs offered and program specific marketing is a major need. The Post-Secondary program in need for the Rochester region has been Cyber Security.

Updated 4/2025: Due to regional labor market needs, postsecondary is adding the Aviation program. According to a recently published Regional Airline Association report, the regional aviation industry is facing a growing pilot shortage due to high retirement rates and too few new pilots entering the field. The supply pipeline, which had surged post-pandemic, is now moderating, while mandatory pilot retirements are expected to skyrocket—peaking in 2029 with a 57% increase in retirements over 2024 levels. This elevated retirement rate will persist for more than a decade, compounding the shortage. Without more trained pilots, small and regional communities will continue to lose air service. Expanding pilot training programs is essential to meet future demand.

**E2-Need B: ZED ALC**
**SECONDARY:**
A significant revelation we found during the CLNA process was that the ZED Alternative Learning Center (ALC) currently provides only one operational approved program of study, Work-Based Learning. Over the past two years, our efforts have been focused on determining what offerings could be implemented to provide students with comprehensive programming. To address this deficiency, we recently introduced approved programs of study for Family and Consumer Sciences (FCS) and Agriculture, Food, and Natural Resources (AFNR) for the latter part of the school year. However, these programs require enhancements in both curriculum and equipment. By addressing these needs, our aim is to enhance the size, diversity, and quality of pathways available to the students enrolled at this institution.

**POST-SECONDARY**
Presently, there exists an Early/Middle College program with Rochester Public Schools ALC, which offers a college First Year Experience course. There is a potential to leverage this partnership by extending offerings to include Carpentry courses for students who excel in the First Year Experience course.

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

Refer the **Guidance to Assess Element Three** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

| PRIORITIZED NEEDS<br>Element 3: Progress towards implementation of CTE Programs of Study |
|---|
| **E3-Need A: Career Exploration**<br>**SECONDARY:**<br>A critical component in building effective programs of study is Career Exploration. Students benefit greatly from opportunities to explore various career paths through activities such as industry tours, job fairs, and online resources. Engaging in career exploration allows students to gain firsthand insight into different professions, helping them identify a career path that aligns with their interests, skills, and aspirations. By providing avenues for career exploration, students can develop a comprehensive understanding of potential career options and envision themselves thriving in their chosen field. Increasing awareness of available programs will also contribute to the growth of program participants and concentrators.<br><br>RPS has identified career exposure and exploration as a priority across the k-12 system. In the 2022-23 school year, the district had a team of counselors, administrators, and community partners examine current practices in the district, model programs, and student and parent input through the co-design process. As a result the district selected a college & career readiness platform (Xello) that will be implemented district wide starting in the 2024-25 school year. During the 2023-24 year the district is realigning the role of the counselors to increase support of postsecondary readiness including career exploration k-12, providing staff development to counselors to support the work, and bringing k-12 counselors together with teachers to write a cohesive curriculum that will support the resources Xello provides and ensures that all RPS students receive a consistent postsecondary readiness program that has a strong foundation in student-identity, self-discovery and career exposure and exploration. We will continue to provide staff development in this area, including a team attending the ASCA National Conference in July.<br><br>**POST-SECONDARY**<br>As stated above, it is critical to continue career exploration opportunities for students. Surveys showed that the community and prospective students are not aware of the programs offered and program specific marketing is a major need. There is a need for RCTC faculty and staff to participate in regional events and host events on campus to meet the needs of the region. There are current partnerships that have needs to continue the annual events and there is a need to explore new opportunities and partnerships in the region. |

**E3-Need B: Equipment Improvement**
**SECONDARY:**
Numerous CTE programs face challenges due to the absence of crucial equipment or the presence of outdated equipment. This holds true across various industries and is not limited to any particular discipline. Industry partners have been guiding us to what equipment gaps we need to address.

**POST-SECONDARY**
Several programs have been utilizing outdated technology and equipment not up to industry standards for decades. Advisory Board members continue to stress the need at Advisory Board meetings to improve equipment in labs to match what is being used currently in industry. We will be launching a new Cyber Security Program that will need equipment to match industry level equipment.

**E3-Need C: Expanding on and/or adding Programming**
**SECONDARY:**

**Healthcare Programming**
Through our comprehensive analysis, we have identified several gaps in the region's educational offerings.One prominent gap is in the field of health sciences, where our current programming falls short in adequately preparing students for careers in this sector. Given the significant demand for skilled healthcare professionals, it is imperative that we bolster our programming in this area to better serve our students and meet the needs of the community.

**Hospitality Programming**
Furthermore, with the anticipated growth in the hospitality industry, it is essential that we proactively support the establishment of programs in this field. Currently, there are no offerings for courses in marketing specific to hospitality, despite the promising outlook for this sector. By investing in and fostering the development of such programs, we can equip students with the skills and knowledge needed to succeed in this rapidly expanding industry.

**Built Programming**
Both the health sciences and hospitality programs will have significant ripple effects across various sectors, including machine maintenance, building services, construction, electrical work, and plumbing.. To meet the demands of these industries, we must provide swift and targeted training to prepare students for entry into these fields. By equipping students with the necessary skills and knowledge, we can ensure they are well-positioned to contribute to the construction and maintenance of projects in these sectors.

**Strengthen Advisory Committees**
There continues to be a need to fully implement and strengthen advisory committees. Industry representation needs to be increased, and there is an opportunity to add student voice especially in computer science/IT.

**POST-SECONDARY:**

As stated in Element 2 Need A the gap on the Post-Secondary level is in supporting area teachers to be informed of the programs and students understanding the local opportunities available to them. Surveys showed that the community and prospective students are not aware of the programs offered and program specific marketing is a major need.

All Programs of Study are supported by Labor market data, Advisory Board recommendations, and Employer Feedback.

**E3-Need D: Healthcare and Hospitality growth impact on other industries**
**SECONDARY:**
The growth in healthcare will have a ripple effect, impacting numerous other sectors. Examples include: increased demand for additional childcare services, advancements in manufacturing to support medical equipment production, transportation logistics for healthcare supplies, government and public administration adapting policies and regulations and supporting increase in permitting and inspection needs, innovations in food production and processing systems to meet dietary needs, and enhanced entertainment offerings catering to those traveling to the area for health care, healthcare-related content and leisure activities.

**POST-SECONDARY:**

While the nursing program at RCTC continues to be a well known program it is imperative that we strengthen the knowledge for teachers and students around the opportunities for programs that are highly needed to support the healthcare sector in the Rochester region.

Update 4/2025: After learning more about the need for healthcare program awareness, there is a need for students to understand what other pathways exist in RCTC healthcare programs that are not related to direct care.

**E3-Need E: Dual Credit**
**SECONDARY:**
Earning college credit while in high school is a great benefit to students as it allows these students to advance academically, explore their interests, and prepare for success in college as well as into the workforce. PSEO, concurrent enrollment, and articulated credit courses allow students to try pathways and see success before entering the program.

Based on the RPS district strategic plan, Objective 4 reads "Increase the number and diversity of students who complete courses offering both high school and postsecondary credit" describing the need to support the dual credit opportunity in increasing the number of diverse students completing such offerings.

**POST-SECONDARY:**
Articulated College Credit has been around in Minnesota for many decades and has seen several adjustments along the way. Since the disruption of COVID to ongoing committee work, an advisory group has not been meeting. There is a need for organized efforts in governance at the state and regional level.

In assessing the challenges of expanding Concurrent Enrollment in CTE, it's apparent that aligning high school teacher credentials with college requirements is essential. While some high school teachers may be nearing the necessary credentials, additional support is required to bridge this gap. To address this issue, we have initiated pilot programs with support from experts in Credit for Prior Learning (CPL). However, there remains a need for further workshops and guidance to assist teachers in fulfilling credentialing requirements effectively.

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

Refer to the **Guidance to Assess Element Four** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

| PRIORITIZED NEEDS<br>Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups |
| --- |
| **E4-Need A: Perkins Leaders**<br>**CONSORTIUM-WIDE:**<br>In order to support the Recruitment, Retention, and training of CTE professionals we also need to address the lack of understanding of Perkins knowledge with Administrators. **I**n accordance with federal and state laws governing the allocation of Perkins funds, our consortium has established Perkins Leadership. Perkins V necessitates local consortia leaders and governance boards to effectively implement its provisions and tailor career and technical education programs to the specific needs and opportunities of each community. Perkins Coordinators and local governance board ensures that stakeholders, including educators, employers, parents, and students, have a voice in shaping CTE initiatives that align with local workforce demands and economic priorities. It enables the customization of educational pathways to meet the unique challenges and opportunities present in each region, fostering collaboration among local partners to maximize resources and support student success. Moreover, local governance promotes accountability and transparency in the use of Perkins V funds, ensuring that investments in CTE programs yield meaningful outcomes for learners and contribute to the vitality of local economies. |
| **E4-Need B: Job-alike Support**<br>**SECONDARY:**<br>Professional development tailored to specific disciplines across the consortium has proven highly beneficial, providing valuable time for collaboration and networking among teachers. Our support for Family and Consumer Sciences (FCS) teachers, for instance, has involved organizing two days annually dedicated to relevant professional development activities. During these sessions, teachers have the opportunity to discuss pertinent topics, exchange ideas, and enhance their curriculum through collaboration with peers teaching similar courses. The positive feedback received suggests that continuing such initiatives is essential for fostering collaboration and knowledge-sharing among educators.<br><br>Expanding this model to other pathways within the consortium could similarly facilitate networking and collaboration among teachers. By providing dedicated time and resources for teachers in various disciplines to come together, we can create opportunities for them to address concerns, share best practices, and collectively problem-solve solutions, ultimately enhancing the quality of education across the consortium. This collaboration will be instrumental as we progress into program approvals next year.<br><br>**POST-SECONDARY:** |

There is a need to build or strengthen relationships between Secondary and Post-Secondary programs of study. There is a need to educate the area Counselors on RCTC programs by conducting an annual training on campus. This is critical in order to retain our programs which is critical in retaining our faculty.

**E4-Need C: Faculty/Staff Conferences and Trainings**
**CONSORTIUM WIDE:**
There is a need to annually explore CTE best practices around the nation. There are constant changes to the industry and a need for our faculty and staff to remain up to speed on the latest innovations that we should be implementing locally.

**SECONDARY:**
Professional development is a critical need to ensure that teachers bring the most up-to-date practices to the classroom.We strongly encourage staff to take advantage of professional development opportunities to enrich their understanding of current practices, especially considering emerging trends in sectors such as early childhood education, healthcare, and hospitality. These sectors are experiencing significant changes and advancements, and staying abreast of the latest developments is crucial for providing high-quality education and services to our students and clients. By investing in ongoing professional development, our staff can remain at the forefront of their respective fields, ensuring they are well-equipped to meet the evolving needs and demands of our communities.

**POST-SECONDARY:**
There is a critical need to provide training for equity across the RCTC campus. To address this, implementing a campus-wide membership program would offer additional professional development training opportunities for faculty and staff, focusing specifically on promoting equity and inclusivity in all aspects of education and campus life.

Furthermore, to bolster Career and Technical Education (CTE) at various levels—local, regional, state, and federal—it is imperative to provide training on state and federal education policies related to CTE. This training would equip educators and administrators with the necessary knowledge and skills to navigate and leverage policy frameworks effectively, ensuring the alignment of CTE programs with legislative requirements and best practices. By investing in comprehensive policy training, educational institutions can strengthen their capacity to advocate for and implement high-quality CTE initiatives that meet the diverse needs of students and promote workforce development.

**E4-Need D: Teacher Licensure**
**SECONDARY:**
Licensed teachers are in high demand within our consortium. In the last two years, Perkins funding has been allocated towards addressing this need through collaboration with the Lakes Country Coop Alternative Teacher Licensure program, resulting in some teachers obtaining licensure. However, the demand for licensed teachers remains significant as we found when creating our consortium Program of Study spreadsheet. To further address this pressing issue, in January 2024, we initiated a partnership with the Southeast Service Coop to assist with teacher licensing costs utilizing MDE's Career and Technical Education Grant. This collaborative effort aims to bolster the pool of licensed teachers within our consortium and better meet the educational needs of our students.Pekins will provide support to these teachers by arranging substitutes so they can take the necessary time off to focus on fulfilling their licensure requirements.

**POST-SECONDARY:**
N/A

**E4-Need E: Stay up to date on Industry knowledge for Faculty**
**SECONDARY:**
N/A

**POST-SECONDARY:**
Faculty were surveyed and the response around professional development was there isn't enough offered or it is not relevant to their field. They also stated that they are overwhelmed during the school year meeting student needs. There is a need to offer training that is relevant and offered at a time that fits around the teaching schedule. We need to support paid externships for faculty to engage in robust, relevant industry-aligned training that embraces the look of today's workforce.

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

Refer to the **Guidance to Assess Element Five** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

| PRIORITIZED NEEDS<br>Element 5: Progress towards equal access to CTE programs for all students |
|---|
| **E5-Need A: Career Exploration**<br>**CONSORTIUM-WIDE:**<br>There is a significant need to continue to build on the career exploration offerings in the area. Below are the current programs supported and additional opportunities will be explored.<br>    1.  Middle School Summer Camp<br>    2.  High School Career Exploration<br>Events supported<br>    1.  STEAM<br>    2.  Cannon Falls Career Fair<br>    3.  Welding Competition<br>    4.  Construct Tomorrow<br>    5.  Discover Healthcare/Midwinter Regional HOSA competition<br>    6.  Industry tours |

**SECONDARY:**
During the survey phase of the CLNA process, it was revealed that not all students are aware of CTE programming. To delve deeper into students' understanding of CTE, some expressed that they face obstacles preventing their participation in programming. We're also aware that some CTE programs have lower attendance compared to others which create variations in participant and concentrator numbers. For more details, please see Element 3.

**POST-SECONDARY**

There is a need for RCTC faculty and staff to participate in regional events and host events on campus to meet the needs of the region. There are current partnerships that have needs to continue the annual events and there is a need to explore new opportunities and partnerships in the region.

**E5-Need B: Specialized Programming**
**SECONDARY:**
Alternative Learning students encounter constraints in accessing programming opportunities. Factors such as student enrollment and class sizes contribute to the omission of certain pathways, thereby limiting students' awareness of the complete spectrum of available options. This shortfall impedes Alternative Learning students' capacity to explore diverse pathways, potentially obstructing their educational and career progression. It is imperative to undertake initiatives aimed at broadening and diversifying programming for Alternative Learning students. These efforts are vital to providing equitable access to educational opportunities, enabling students to pursue pathways aligned with their interests and aspirations.
The ZED ALC identifies that 70% of the students are non-proficient readers. Extra support is integral to encourage experiential, hands-on, project-based learning to address the students' needs. Additionally, diverse learning needs will be met through the inclusion of instructional videos, allowing students to learn in various ways and accommodating different learning styles.

**CTECH**: The Career and Technical Education Center at the Heintz Center is a specialized program that offers students exposure to multiple pathways with industry connections. With the continued increase of students served at CTECH, equipment turnover is high and upgrades are necessary to maintain alignment with industry standards. Additionally, CTECH offers several industry recognized certifications which require professional development for staff. Moreover, in an effort to market and create a healthy pipeline of highly skilled career and technical education students, career exploration is necessary.

**POST-SECONDARY:**
Post-Secondary has an established and nationally recognized partnership with Hawthorne Education Center (ABE), Workforce Development Inc., United Way of Olmsted County, and Mayo Clinic in the Bridges to College and Careers - Bridges to Healthcare project which currently has three direct pathways: 1) Healthcare Career, 2) Administrative Office Professional Career, and 3) Early Childhood and Elementary Education Career. Current industry certifications offered at ABE are Adult CPR/AED and Certified Nursing Assistant. This partnership continues to be needed in the region and will continue to be supported.

Update 4/2025: Further work is needed in building relationships with the Rochester Public Schools Alternative Learning Center. There is potential to explore partnerships with the Carpentry program at the ALC. It has become clear during the second year of this CLNA that additional staff support is needed to help coordinate efforts with the ALC/ABE Hawthorne, and for internship and career support.

**E5-Need C: Language Translation Services, Marketing and Communications**
**SECONDARY:**
Analyzing survey data from districts, students, and parents revealed a significant disparity in perceptions regarding equal access to Career and Technical Education (CTE) programs. While districts indicated that CTE programs are well marketed to all students and that access is not an issue, students and parents expressed a different perspective. Many students and parents reported limited familiarity with CTE programs beyond Agriculture, Food, and Natural Resources (AFNR) or Family and Consumer Sciences (FCS). Additionally, some students felt that the scheduling of these courses often conflicted with other classes, and due to school size and class numbers, these courses were only offered at specific times. This disconnect underscores the importance of enhancing communication and accessibility to ensure that all students have equitable opportunities to explore and participate in CTE programs.

Upon reviewing the concentrator report, disparities are evident in programs between students from disadvantaged backgrounds and those who are non-disadvantaged. Notably, in the AFNR pathway, animal systems is offered in most schools, yet only 19% of disadvantaged students are enrolled in that course. Similar disparities are observed in the Business pathway, where only 14% of disadvantaged students are taking accounting and just 11% are enrolled in business management. Furthermore, in the Transportation pathway, there is a notable disparity among students in special education services, with only 19% of eligible students participating. Similarly, in the Family and Consumer Science program, just 17% of students receiving special education services are enrolled. These findings highlight the need to address disparities and ensure equitable access to educational opportunities for all students.

Exploring different marketing strategies, funding has been previously allocated for the creation of program brochures over the past two years. These brochures aim to highlight various pathways and programs available to students. However, these brochures have not been printed yet,so the need remains.

**POST-SECONDARY:**
Update 4/2025: Based upon feedback from advisory boards, our Marketing team, and partners, there is a need to focus marketing efforts to reach non-traditional students in key programs that have the most discrepancy. Prospective students lack relatable role models or firsthand insights into these career paths, which can discourage participation, particularly from non-traditional students. Using current program participants as ambassadors can help bridge this gap by providing authentic, relatable perspectives. A report from the National Alliance for Partnerships in Equity (NAPE) found that using personalized storytelling through video testimonials effectively increases interest among underrepresented groups in STEM and CTE fields by reducing stereotypes and increasing perceived career accessibility (NAPE, 2020). Research such as the report from NAPE supports the effectiveness of representation in recruitment efforts, and advisory board discussions have emphasized the need for targeted outreach strategies.

**E5-Need D: Increase Enrollment of Underrepresented Student Populations**
**SECONDARY:**
Mayo Clinic Health Care Professionals of Color mentoring HSC students is under development. Initial meetings have taken place to establish a mentor program for students from underrepresented populations entering the healthcare field. There is a desire by a group of Mayo Clinic employees to develop this program, and meetings have taken place with district leadership to outline a plan. Next steps include meeting with HSC instructors to receive feedback, and identify potential students. The goal is to have mentors/mentees in place next year.

**POST-SECONDARY:**
Update 4/2025: We are changing focus and will be supporting underserved students through tutoring under key CTE subjects (science and accounting), where there are higher levels of disparity between demographics.

**E5-Need E: Equity Review of Programs**
**SECONDARY:**
**NA**

**POST-SECONDARY:**
Update 4/2025: The needs of our consortium and college have changed, in part due to national-level pressures and executive orders. We are pausing efforts for the Inclusive Workforce Employer (I-WE) Designation, but still supporting equity work.

# Completing the Program of Study Spreadsheet
## July 1, 2025 - June 30, 2026 (FY26)
### Rochester ZED

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

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

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

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

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

* Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.
* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.
* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

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

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

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

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

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

***Approved Work-based Learning Programs*** : S-RPOS MUST include authentic work-based learning at either the secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified

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

## Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

**RESOURCE LINKS**
Minnesota Department of Education—Career and Technical Education
Minnesota Department of Education—Program Approval
Maps of Approved Secondary Programs
Minnesota State—Career and Technical Education
Minnesota State—Consortia Resources
Minnesota State—State-Recognized Programs of Study User Guide

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

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

1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.

2. Program of Study incorporates active involvement from an integrated network of partners.

3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials.

4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements.

5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.

6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry.

7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment.

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

[Insert "X" in the box to confirm]

_____                    _____
[Secondary Consortium Leader]               [Postsecondary Consortium Leader]

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

| POS 3 | | POS 4 | | PO |
|---|---|---|---|---|
| Health_Science_Technology | Health_Science_Technology | Arts_Communications_Information_Systems | Arts_Communications_Information_Systems | |
| Health_Science | Health_Science | Arts_Audio_Video_Technology_and_Communications | Arts_Audio_Video_Technology_and_Communications | |
| Therapeutic_Services | Diagnostic_Services | Journalism_and_Broadcasting | Audio_Video_Technology_and_Film | |
| (070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center | | (171502) Grand Rapids | | |
| StCloud_Technical_Community_College_073 | StCloud_Technical_Community_College_016 | Lake_Superior_College_033 | Hennepin_Technical_College_006 | |
| Surgical Technology | Cardiovascular Technology | Media Studies and Production | Please Select... | Please Select... |
| Practical Nursing | Please Select... | Please Select... | Please Select... | Please Select... |
| Please Select... | Please Select... | Please Select... | Please Select... | Please Select... |
| Yes | | No | | |
| Priority 1 | | Priority 2 | | Prior |
| | | Grand Rapids 140710 course #68 | | |

| S 5 | POS 6 | POS 7 |
|---|---|---|
| 0 | 0 | 0 |
| | 0 | 0 |
| Please Select... | 0 | 0 |
| | | |
| | | |
| Please Select... | Please Select... | Please Select... |
| | | |
| Please Select... | Please Select... | Please Select... |
| | | |
| Please Select... | Please Select... | Please Select... |
| | | |
| Please Select... | Please Select... | Please Select... |
| | | |
| rity 2 | Priority 2 | Priority 3 |

| POS 8 | | POS 9 | | POS |
|---|---|---|---|---|
| | 0 | | 0 | |
| | 0 | | 0 | |
| | 0 | | 0 | |
| 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… | Please Select… |
| Please Select… | Please Select… | Please Select… | Please Select… | Please Select… |
| **Priority 3** | | **Priority 3** | | **Rese** |

| 10 | |
|---|---|
| 0 | |
| 0 | |
| | |

Please Select...

Please Select...

Please Select...

Please Select...

**erve**

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

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

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

| Rochester/ZED Consortium | State-Recognized POS 1 | | State-Recognized POS 2 | |
|---|---|---|---|---|
| **Career Field** | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology | rts_Communications_Information_System | Arts_Communications_Information_System |
| **Career Cluster** | Manufacturing | Manufacturing | Information_Technology | Information_Technology |
| **Career Pathway** | Production | Production | Network_Systems | Network_Systems |
| **High Schools & Approved** | Mantorville, Pine Island, Stewartville, Triton, Rochester CTECH 019901 Blooming Pr | | 1512 Rochester Century, Rochester CTECH, Rochester John Marshall, Rochester Ma | |
| **Postsecondary Partner In** | chester_Community_Technical_College_ | Please Select... | chester_Community_Technical_College_ | Please Select... |
| **Postsecondary CTE Progr** | Welding Technology | Please Select... | Computer Science | Please Select... |
| **Postsecondary CTE Program #2** | | Please Select... | Computer Science Transfer Pathway | Please Select... |
| **Postsecondary CTE Program #3** | | Please Select... | Information Technology | Please Select... |
| **Dual Enrollment Opportu** | Yes | | Yes | |
| *Recognized Secondary Credentials:* | | | | |
| *Work-based Learning Programs* | airie, Hayfield, Kasson-Mantorville, Triton, Rochester Century, Rochester John Mars | | 009090 Rochester Century, Rochester John Marshall, Rochester Mayo | |
| *Industry Recognized Credential* | OSHA 10, AWS SENSE Welding Level 1 | | Comp TIA+ | |
| *Recognized Postsecondary Credentials:* | | | | |
| *Academic Award* | Welding Technology Certificate | | Computer Science Transfer Pathway AS | Dent |
| *Work-based Learning* | WELD 1006 Intership | | | |
| *Industry Recognized Credentials* | | | | |

| State-Recognized POS 3 | | State-Recognized POS 4 | | State-Recog... |
|---|---|---|---|---|
| Health_Science_Technology | Health_Science_Technology | Human_Services | Human_Services | Business_Management_Administration |
| Health_Science | Health_Science | Education_and_Training | Education_and_Training | Finance |
| Therapeutic_Services | Therapeutic_Services | Teaching_Training | Teaching_Training | Accounting |

| | | | | |
|---|---|---|---|---|
| 070300 Hayfield, Rochester CTECH, Rochester Century | | Kasson-Mantorville, Rochester Century, Rochester CTECH, Rochester John Marshall | ...vile, Pine Island, Stewartville, Triton, Roc... | |
| ...chester_Community_Technical_College_( | ...chester_Community_Technical_College_( | ...chester_Community_Technical_College_( | Please Select... | ...chester_Community_Technical_College_( |
| Dental Assistant | Nursing | Early Childhood Education Transfer Pathwa... | Please Select... | Accounting Clerk |
| Dental Hygiene | Practical Nursing | Coaching | Please Select... | Accounting Transfer Pathway |
| Personal Trainer | Surgical Technology | | Please Select... | |
| Yes | Yes | Yes | | Yes |

**CAN**

| | | |
|---|---|---|
| 009090 Hayfield Rochester Century, Rochester John Marshall, Rochester Mayo | Hayfield , Kasson-Mantorville Rochester Century, Rochester John Marshall, Rochest... | ...field, Kasson-Mantorville, Triton, Rochest... |

| | |
|---|---|
| CAN, CPR | Child Development Associate |

| | | | |
|---|---|---|---|
| ...al Assistant Diploma/AAS Dental Hygiene... | Nursing Diploma Surgical Technology AAS | Certificate Early Childhood Education Transfer Pathway AS | Accounting Clerk Diploma Accounting Transfer Path... |
| Clinical Experience | ...nical Experience Nursing Home Experienc... | Practicum I | |
| Dental Hygiene Exam | ...sure Examination (NCLEX-RN) National Board, National Board of Surgical Technology and Surgical Assisting (NBSTSA), C.N.A. | | |

| State-Recognized POS 5 | State-Recognized POS 6 | | State-Recognized POS 7 | |
|---|---|---|---|---|
| Business_Management_Administration | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology |
| Finance | Transportation_Distribution_and_Logistics | Transportation_Distribution_and_Logistics | Architecture_and_Construction | Architecture_and_Construction |
| Accounting | Facility_and_Mobile_Equipment_Maintenan | Facility_and_Mobile_Equipment_Maintenan | Construction | Construction |
| | | | | |
| Rochester Century, Rochester CTECH, Rochest | 170302 Rochester Century, Rochester John Marshall, Rochester Mayo | | Kasson-Mantorville, Pine Island, Stewartville, Triton, Rochester Century, Rochester CTECH | |
| Please Select... | Rochester_Community_Technical_College_( | Please Select... | Rochester_Community_Technical_College_( | Please Select... |
| Please Select... | Automotive Technician | Please Select... | Carpentry | Please Select... |
| Please Select... | | Please Select... | Facility and Service Technology | Please Select... |
| Please Select... | | Please Select... | | Please Select... |
| | Yes | | Yes | |

| | | | | |
|---|---|---|---|---|
| Rochester Century, Rochester John Marshall, Roch | 009090 Rochester Century, Rochester John Marshall, Rochester Mayo | | Prairie, Hayfield, Kasson-Mantorville, Triton, Rochester Century, Rochester John Marshall | |
| | | | OSHA 10 Construction | |

| | | | |
|---|---|---|---|
| nway AS | Automotive Technician Diploma | | Carpentry Diploma |
| | | | External partnership with Habitat for Humanity |
| | ASE | | |

| State-Recognized POS 8 | | State-Recognized POS 9 | State-Recogn |
|---|---|---|---|
| Business_Management_Administration | Business_Management_Administration | 0 | |
| Hospitality_and_Tourism | Hospitality_and_Tourism | 0 | |
| Restaurants_and_Food_Beverage_Services | Restaurants_and_Food_Beverage_Services | 0 | |

Pine Island, Stewartville, Triton, ZED ALC, Rochester Century, Rochester CTECH, Ro

| South_Central_College_064 | Please Select... | Please Select... | |
| Culinary Arts | Please Select... | Please Select... | |
| | Please Select... | Please Select... | |
| | Please Select... | Please Select... | |

Yes

Hayfield, Kasson-Mantorville, Triton, ZED ALC, Rochester Century, Rochester John

ServSafe Food Handler and Manager

Culinary Arts AAS

| nized POS 10 | State-Recognized POS 11 | State-Recognized POS 12 |
|---|---|---|
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| | | |
| 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-Recognized POS 13 | State-Recognized POS 14 | State-Recognize |
|---|---|---|
| 0 | 0 | |
| 0 | 0 | |
| 0 | 0 | |
| Please Select... | Please Select... | |
| Please Select... | Please Select... | |
| Please Select... | Please Select... | |
| Please Select... | Please Select... | |

ed POS 15

| 0 |
| 0 |
| 0 |

Please Select...
Please Select...
Please Select...
Please Select...

| Rochester/ZED Consortium | POS 1 | | POS 2 | |
|---|---|---|---|---|
| **Career Field** | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology | Arts_Communications_Information_Systems | Arts_Communications_Information_Systems |
| **Career Cluster** | Manufacturing | Manufacturing | Information_Technology | Information_Technology |
| **Career Pathway** | Production | Production | Network_Systems | Programming_and_Software_Development |
| **High Schools & Approved CTE Programs (Table C)** | 171710 Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, Triton, Rochester Century, Rochester John Marshall, Rochester Mayo, Rochester CTECH | | 171502 Kasson-Mantorvile. 171512 Rochester Century, Rochester CTECH, Rochester John Marshall, Rochester Mayo | |
| **Postsecondary Partner Institutions** | Rochester_Community_Technical_College_056 | Please Select... | Rochester_Community_Technical_College_048 | Rochester_Community_Technical_College_048 |
| **Postsecondary CTE Program #1** | Welding Technology | Please Select... | Computer Science | Cyber Security |
| **Postsecondary CTE Program #2** | | Please Select... | Computer Science Transfer Pathway | Please Select... |
| **Postsecondary CTE Program #3** | | Please Select... | Information Technology | Please Select... |
| **State-Recognized** | Yes | | Yes | |
| **Funding Priority** | Priority 1 | | Priority 3 | |
| **Interdisciplinary CTE-Related Courses (optional)** | Basic Welding , Intermediate Welding - Hayfield - 019901 | | 140710 Intro to Programming/Computer Science 1 - Byron, Stewartville, Hayfield Advanced Programming/Computer Science 2- Byron, Hayfield | |

| POS 3 | | POS 4 | |
|---|---|---|---|
| Health_Science_Technology | **Health_Science_Technology** | Human_Services | **Human_Services** |
| Health_Science | **Health_Science** | Human_Services_Pathway | **Human_Services_Pathway** |
| Therapeutic_Services | **Diagnostic_Services** | Early_Childhood_Development_and_Services | **Early_Childhood_Development_and_Services** |
| | | 009091 Blooming Prairie, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, Triton, Rochester Century, Rochester CTECH, Rochester John Marshall, Rochester Mayo, RPS Online (MNSynch) | |
| 070300 Hayfield, Rochester CTECH, Rochester Century | | | |
| Rochester_Community_Technical_College_073 | South_Central_College_016 | Rochester_Community_Technical_College_017 | Rochester_Community_Technical_College_017 |
| Dental Hygiene | Medical Laboratory Technician | Child Development | Please Select... |
| Nursing | Phlebotomy | Child, Youth, and Family Studies | Please Select... |
| Surgical Technology | Please Select... | | Please Select... |
| Yes | | Yes | |
| **Priority 1** | | **Priority 2** | |

070300 Emergency Medical Responder--
Rochester CTECH

090101 Introduction to Education -
Hayfield, Kasson-Mantorville
Teaching/Training, Rochester CTECH

| POS 5 | | POS 6 | |
|---|---|---|---|
| Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology |
| Transportation_Distribution_and_Logistics | Transportation_Distribution_and_Logistics | Architecture_and_Construction | Architecture_and_Construction |
| Facility_and_Mobile_Equipment_Maintenance | Facility_and_Mobile_Equipment_Maintenance | Construction | Construction |

| | | |
|---|---|---|
| 170302 Rochester Century, Rochester John Marshall, Rochester Mayo | | 171000 Blooming Priaire, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, Triton Rochester Century, Rochester CTECH, Rochester John Marshall, Rochester Mayo |

| | | | |
|---|---|---|---|
| Rochester_Community_Technical_College_021 | Please Select... | Rochester_Community_Technical_College_011 | Please Select... |
| Automotive Technician | Please Select... | Carpentry | Please Select... |
| | Please Select... | Facility and Service Technology | Please Select... |
| | Please Select... | | Please Select... |
| Yes | | Yes | |

| Priority 3 | Priority 2 |
|---|---|

019901 Small Engines - Byron, Hayfield,
Kasson-Mantorville, Pine Island,
Stewartville,Triton

|  | POS 7 |  | POS 8 |
|---|---|---|---|
| Agriculture_Food_Natural_Resources Agriculture_Food_and_Natural_Resources | Agriculture_Food_Natural_Resources Agriculture_Food_and_Natural_Resources | Business_Management_Administration Hospitality_and_Tourism Restaurants_and_Food_Beverage_Services | Business_Management_Administration Hospitality_and_Tourism |
| Agribusiness_Systems | Animal_Systems |  | Travel_and_Tourism |
| 019901 Blooming Prairie, Byron, Hayfield, Pine Island, Kasson-Mantorville, Stewartville, Triton, Rochester CTECH, Rochester Century, Rochester John Marshall, Rochester Mayo | | 090101 Blooming Prairie, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, Triton, ZED ALC, Rochester CTECH, Rochester Century, Rochester, John Marshall, Rochester Mayo, Rochester Online (MNSynch) | |
| Riverland_Community_College_004 | Rochester_Community_Technical_College_005 | South_Central_College_064 | Normandale_Community_College_076 |
| Agricultural Commodities Marketing | Veterinary Technician | Culinary Arts | Tourism Operations and Management |
|  | Please Select... |  | Please Select... |
|  | Please Select... |  | Please Select... |
| No | | No | |
| **Priority 2** | | **Priority 1** | |

| POS 9 | | POS 10 | |
|---|---|---|---|
| Human_Services | Human_Services | Engineering_Manufacturing_Technology | Engineering_Manufacturing_Technology |
| Law_Public_Safety_Corrections_and_Security | Law_Public_Safety_Corrections_and_Security | Transportation_Distribution_and_Logistics | Transportation_Distribution_and_Logistics |
| Law_Enforcement_Services | Emergency_and_Fire_Management_Services | Transportation_Operations | Transportation_Operations |

170400 Fairmont

| | | | |
|---|---|---|---|
| Rochester_Community_Technical_College_034 | Rochester_Community_Technical_College_018 | Rochester_Community_Technical_College_074 | Rochester_Community_Technical_College_074 |
| Criminal Justice | Emergency Medical Technology | Aviation Pilot | Aviation Pilot |
| Law Enforcement | Emergency Medicine Paramedic | Please Select... | Please Select... |
| Law Enforcement-Skills | Please Select... | Please Select... | Please Select... |
| No | | No | |
| **Priority 3** | | **Priority 3** | |

090411--Intro to Law Enforcement
Rochester CTECH

| No | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MANUFACTURER | Q | ORIGINAL | FISCAL | Purchase Date | Stickered |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 315 | 315 | | 1-217K | 285309 | 159540 | SONY. MONITOR | 4180440 | | 1 | (175.00) | 2004-05 | | |
| 315 | 315 | | 1-119 | 285926 | 172878 | DHC. PLASMA CUTTING MACHINE | 58863 | | 1 | (9.251.00) | 2004-05 | | |
| 315 | 315 | | 2-211 | 304365 | 185668 | SMARTBOARD. INTERACTIVE WHITEBOARD | SB680-R2- | | 1 | (547.74) | 2009-10 | | |
| 305 | 305 | | G261 | 299550 | 188385 | EPSON. LCD PROJECTOR 83C+ | KM3F04B674 | | 1 | (532.00) | 2009-10 | | |
| 305 | 305 | | | 303931 | 185540 | APPLE. IPAD | GB021KEB73 | APPLE | 1 | (783.82) | 2009-10 | | |
| 310 | 310 | | | 29458 | 187987 | HP Probook 440 | CNU4219O64 | HP Compaq | 1 | (672.84) | 2013-14 | | |
| 315 | 315 | | 2-212 | 318590 | | CANON. PRINTER IPF685 24" | BAA70048 | CANON | 1 | (3.015.00) | 2014-15 | | |
| 315 | 315 | | Business | 309755 | 25536 | iPad Air Wi-Fi 16GB - Space Gray | DMPO32KTF | Apple | 1 | (374.00) | 2015-16 | | |
| 315 | 315 | | Business | 3097 | 25537 | iPad Air Wi-Fi 16GB - Space Gray | DMPO330LF | Apple | 1 | ( | 2015-16 | | |
| 315 | 315 | | Business | 309758 | 25539 | iPad Air Wi-Fi 16GB - Space Gray | DMPO32PCF | Apple | 1 | (374.00) | 2015-16 | | |
| 315 | 315 | | Business | 3097 | 25540 | iPad Air Wi-Fi 16GB - Space Gray | DMPO32MG | Apple | 1 | ( | 2015-16 | | |
| 323 | 323 | | HA109 | 318562 | 215849 | HP 7440 Microsoft Windows Workstation | 2UA5421PHY | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318563 | 215850 | HP 7440 Microsoft Windows Workstation | 2UA5421PH | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318564 | 215851 | HP 7440 Microsoft Windows Workstation | 2UA5421PHP | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318565 | 215852 | HP 7440 Microsoft Windows Workstation | 2UA5421PIC | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318566 | 215853 | HP 7440 Microsoft Windows Workstation | 2UA5421PI8 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318567 | 215854 | HP 7440 Microsoft Windows Workstation | 2UA5421PHT | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318568 | 215855 | HP 7440 Microsoft Windows Workstation | 2UA5421PHK | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318569 | 215856 | HP 7440 Microsoft Windows Workstation | 2UA5421PIF | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318570 | 215857 | HP 7440 Microsoft Windows Workstation | 2UA5421PI6 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318571 | 215858 | HP 7440 Microsoft Windows Workstation | 2UA5421PI5 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318572 | 215859 | HP 7440 Microsoft Windows Workstation | 2UA5421PH | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318573 | 215860 | HP 7440 Microsoft Windows Workstation | 2UA5421PHR | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318574 | 215861 | HP 7440 Microsoft Windows Workstation | 2UA5421PH | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318575 | 215862 | HP 7440 Microsoft Windows Workstation | 2UA5421PID | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318576 | 215863 | HP 7440 Microsoft Windows Workstation | 2UA5421PI4 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318577 | 215864 | HP 7440 Microsoft Windows Workstation | 2UA5421PI1 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318578 | 215865 | HP 7440 Microsoft Windows Workstation | 2UA5421PHX | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318579 | 215866 | HP 7440 Microsoft Windows Workstation | 2UA5421PI9 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318580 | 215867 | HP 7440 Microsoft Windows Workstation | 2UA5421PI2 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318581 | 215868 | HP 7440 Microsoft Windows Workstation | 2UA5421PI7 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318582 | 215869 | HP 7440 Microsoft Windows Workstation | 2UA5421PH | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318583 | 215870 | HP 7440 Microsoft Windows Workstation | 2UA5421PIB | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318584 | 215871 | HP 7440 Microsoft Windows Workstation | 2UA5421PI3 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318585 | 215872 | HP 7440 Microsoft Windows Workstation | 2UA5421PHI | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318586 | 215873 | HP 7440 Microsoft Windows Workstation | 2UA5421PHI | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318587 | 215874 | HP 7440 Microsoft Windows Workstation | 2UA5421PH7 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318588 | 215875 | HP 7440 Microsoft Windows Workstation | 2UA5421PHV | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318589 | 215876 | HP 7440 Microsoft Windows Workstation | 2UA5421PI0 | Hewlett Packard | 1 | (1.008.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318621 | 215877 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318622 | 215878 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318623 | 215879 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318626 | 215880 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 3186 | 215882 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318629 | 215884 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 3186 | 215885 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318632 | 215887 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318635 | 215888 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318636 | 215889 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318637 | 215890 | HP Elite Display E201 | 6CM5341D5 | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318639 | 215891 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318640 | 215892 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318641 | 215893 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318642 | 215894 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318643 | 215895 | HP Elite Display E201 | 6CM5341D5 | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318644 | 215896 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318645 | 215897 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318646 | 215898 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318647 | 215899 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318648 | 215900 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318649 | 215901 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318650 | 215902 | HP Elite Display E201 | 6CM5341D5 | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318651 | 215903 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318652 | 215904 | HP Elite Display E201 | 6CM5341CM | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318653 | 215905 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |
| 323 | 323 | | HA109 | 318658 | 215881 | HP Elite Display E201 | 6CM5341CW | Hewlett Packard | 1 | (146.00) | 2015-16 | | |

| SITE | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MANUFACTURER | Q | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 310 | 310 | 1 | Ind. Tech | | | Shear | | | 1 | | 2016-17 | | |
| 310 | 310 | 1 | Ind. Tech | | | Timesaver. sander | | EZ Sander | 1 | | 2016-17 | | |
| 305 | 305 | 1 | Ind. Tech | | | Table Saw | | SawStop | 1 | | 2016-17 | | |
| 305 | 305 | 1 | Ind. Tech | | | Shear and Brake | | | 1 | | 2016-17 | | |
| 323 | 323 | 1 | CLASSRM | | | Student Laptop | | Hewlett Packard | 28 | 600/unit | 2016-17 | | |

| SITE | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MDE INVENTORY? | Q | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 315 | 315 | 1 | Auto Lab | | | Auto Aligner | | Yes | | | 2017- | | |
| 305 | 305 | 1 | Wood | | | CNC Shark | | Yes | | (4.509.97) | 2017- | | |
| CTECH | | | Mfg Lab | | | CNC Plasma Cutter | | NO | | | 2017- | | |
| CTECH | | | HA109 | | | Document Camera | | NO | | | 2017- | | |
| 310 | 310 | | Wood | | | CNC Shark | | Yes 18-20-103 | | (4.509.97) | 2017- | | |
| 315 | 315 | | Wood | | | CNC Shark | | Yes 18-20-103 | | (4.509.97) | 2017- | | |
| 310 | 310 | | Auto Lab | | | TPMS Monitor | | Yes 18-20-110 | | (1.489.99) | 2017- | | |
| 305 | 305 | | FACS Lab | | | Culinary Demo TV/Camera | | Yes 18-20-112 | | (1.160.00) | 2017- | | |
| 310 | 310 | | Auto Lab | | | Auto Scanner | | Yes 18-20-109 | | (2.177.47) | 2017- | | |
| CTECH | | | Culinary | | | Immersion Blenders | | No | 3 | (482.64) | 2017- | | |
| CTECH | | | Nursing | | | SwivlC3 Observation System and iPad | | Yes 18-20-111 | 1 | (1.426.00) | 2017- | | |
| CTECH | | | Science | | | Thermometers and Skeleton | | No | | (403.52) | 2017- | | |
| CTECH | | | Science | | | Safety Glasses | | No | 30 | (173.74) | 2017- | | |
| CTECH | | | Science | | | Portable Dishwasher | | No | 1 | (680.00) | 2017- | | |
| CTECH | | | Science | | | CO2 Incubator | | Yes 18-20-116 [MDE | 1 | (4.924.00) | 2017- | | |
| CTECH | | | Manufactu | | | Metal and Tube Bender | | Yes 18-20-117 | 1 | (3.211.10) | 2017- | | |
| Mayo | 310 | | Wood | | | Table Saw Sliding Fence | | Yes 18-20-115 | 1 | (1.199.00) | 2017- | | |
| CTECH | | | Nursing | | | Rolling Double-sided White Board | | No | 1 | (199.99) | 2017- | | |

| SITE | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MDE INVENTORY? | Q | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CTECH | | | Hospitality | | | Student Chef Coats | | No | 18 | (263.46) | 2018- | | |
| Century | | | FCS Room | | | Student Chef Coats | | No | 35 | (368.95) | 2018- | | |
| John Marshall | | | FCS Room | | | Student Chef Coats | | No | 30 | (307.10) | 2018- | | |
| Mayo | | | FCS Room | | | Student Chef Coats | | No | 35 | (364.95) | 2018- | | |
| CTECH | | | Nursing | | | Document Holders for Skills Testing | | No | 28 | (245.46) | 2018- | | |
| CTECH | | H1 | Multipurp | | | Misc Therapeutic Medicine Supplies | | No | | (611.17) | 2018- | | |
| CTECH | | H1 | Manufactu | | | 3D Printer | | Yes 19-20-101 | 1 | (4.080.25) | 2018- | | |
| CTECH | | | Hospitality | | | ServSafe Food Handler Coursebooks | | No | 30 | (160.09) | 2018- | | |
| Mayo | | | Culinary | | | Culinary Demo TV/Camera | | No | | (872.84) | 2018- | | |
| CTECH | | HA | Computer | | | Mobile Phones for Mobile App Development | | No | | (833.73) | 2018- | | |
| JM | | | Culinary | | | Tablet Stands | | No | | (200.53) | 2018- | | |
| CTECH | | | Office | | | iPad Pro and Smart Keyboard | | NO | 1 | (1.148.00) | 2018- | | |
| Century | | | Culinary | | | Culinary Tables and Stools | | NO | | (4.480.00) | 2018- | | |
| CTECH | | | Culinary | | | Work Table and Stools | | No | | (491.61) | 2018- | | |
| CTECH | | H1 | Manufactu | | | 3D Printer  (or DUPLICATE ENTRY??) | | NO | | (4.080.25) | 2018- | | |
| CTECH | | | Culinary | | | Baker's Scale | | No | 1 | (337.16) | 2018- | | |
| CTECH | | H1 | Manufactu | | | Milling Parallel Set | | No | | (177.00) | 2018- | | |
| Mayo | | | FCS Lab | | | RealityWorks Baby Storage/Charging Case | | No | 1 | (749.00) | 2018- | | |
| Mayo | | | FCS Lab | | | RealCare Geriatric Simulator | | Yes 19-20-105 | 1 | (2.623.95) | 2018- | | |

| SITE | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MDE INVENTORY? | O | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mayo | | | FCS Lab | | | RealCare Geriatric Sensory Impairment Kit | | No...(close? Included with | 1 | (949.00) | 2018- | | |
| CTECH | | | Science | | | Bovine Injection Simulator | | Yes 19-20-104 | 1 | (3,748.83) | 2018- | | |
| CTECH | | | Office | | | iPad Storage/Charging Cart | | NO | 1 | (995.00) | 2018- | | |
| CTECH | | | Carpentry | | | 7-1/4 inch 20v cordless Drill w/Battery | | No | 1 | (229.00) | 2018- | | |
| CTECH | | | Nursing | | | Automatic Blood Pressure Cuffs | | No | 5 | (124.95) | 2018- | | |

| SITE | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MDE INVENTORY? | O | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CTECH | | | Manufactu | | | Rotary Engraver | | Yes 20-20-101 | 1 | (1,790.00) | 2019- | | |
| CTECH | | | Nursing | | | Adult Manikin | | Yes 20-20-100 | 1 | (4,054.19) | 2019- | | |
| CTECH | | | Culinary | | | Heated Proofing Cabinet | | Yes 20-20-103 | 1 | (2,870.00) | 2019- | | |
| Century | | | Wood | | | TV/Cart/AirPlay | | NO | 1 | (1,085.99) | 2019- | | |
| John Marshall | | | FCS Lab | | | Culinary Tables and Stools | | NO | 1 | (4,999.12) | 2019- | | |
| Mayo | | | Auto Lab | | | Auto Key Programmer | | No | 1 | (670.00) | 2019- | | |
| CTECH | | | Office | | | Webcam/Microphone Units | | No | 4 | (499.95) | 2019- | | |
| CTECH | | | Culinary | | | Baker's Scale | | No | 1 | (376.06) | 2019- | | |
| Mayo | | | Engineerin | | | 3D Printer | | Yes 20-20-104 | 1 | (3,350.00) | 2019- | | |
| CTECH | | | Culinary | | | Misc Culinary Equipment | | No | 1 | (854.56) | 2019- | | |
| Century | | | Culinary | | | Air Fryers | | No | 7 | (279.93) | 2019- | | |
| CTECH | | | Science | | | BLS Instructor Starter Kit | | Yes 20-20-105 | 1 | (1,825.00) | 2019- | | |
| Mayo | | | Culinary | | | RealityWorks Knife Skills Set | | NO | 2 | (1,278.00) | 2019- | | |
| John Marshall | | | Culinary | | | RealityWorks Knife Skills Set | | No | 1 | (639.00) | 2019- | | |

| SITE | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MDE INVENTORY? | O | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CTECH | | | Science | | | BLS Instructor Starter Kit | | NO | 1 | (1,808.05) | 2020- | | No Sticker |
| CTECH/Centur | | | Culinar Lab | | | Knife Skills Training Set | | NO | 3 | (1,886.85) | 2020- | | No Sticker |
| Mayo | | | Auto Lab | | | Chromebooks | | NO | 19 | (4,370.00) | 2020- | | No Sticker |
| CTECH | | | Office | | | Firefighter Suspenders | | NO | 10 | (970.00) | 2020- | | No Sticker |
| CTECH | | | Culinary | | | Induction Burner | | No | 1 | (49.99) | 2020- | | No Sticker |
| CTECH | | | H1410 | | | Engineering Kits | | No | 28 | (261.22) | 2020- | | No Sticker |
| CTECH | | | MP Room | | | Tuesdays with Morrie Books | | No | | (240.52) | 2020- | | No Sticker |
| CTECH | | | H1410 | | | Engineering Kits | | No | | (261.22) | 2020- | | No Sticker |
| CTECH | | | Science | | | Vet Studies Stuffed Animals | | No | | (279.93) | 2020- | | No Sticker |
| CTECH | | | Nursing | | | Manual Sit to Stand Lift | | Yes 21-20-102 | 1 | (2,899.00) | 2020- | | No Sticker |
| CTECH | | | Manufactu | | | Rotary Welding Positioner | | No | 1 | (259.99) | 2020- | | No Sticker |
| Mayo | | | Ch Dev | | | Fetal Development Kit | | NO | 1 | (922.95) | 2020- | | No Sticker |
| CTECH | | | Carpentry | | | Sawstop | | Yes 21-20-106 | 1 | (4,874.00) | 2020- | | No Sticker |
| CTECH | | | Nursing | | | RealCare Baby | | Yes 21-20-107 | 1 | (1,820.90) | 2020- | | No Sticker |
| CTECH | | | Nursing | | | RealCare Shaken Baby | | No...(close? Included with | 1 | (996.45) | 2020- | | No Sticker |
| CTECH | | | Nursing | | | RealCare Fetal Alcohol Syndrome Baby | | No...(close? Included with | 1 | (329.00) | 2020- | | No Sticker |
| CTECH | | | H1410 | | | Document Camera | | No | 1 | (110.00) | 2020- | | No Sticker |
| CTECH | | | Nursing | | | Document Camera | | No | 1 | (110.00) | 2020- | | No Sticker |
| CTECH | | | Manufactu | | | CNC Router | | Yes 21-20-105 | 1 | (5,099.99) | 2020- | | No Sticker |
| CTECH | | | Manufactu | | | CNC Router Bits | | NO | 1 | (199.97) | 2020- | | No Sticker |
| Mayo | | | Culinary | | | Kitchen Scales | | No | 7 | (318.58) | 2020- | | No Sticker |
| Mayo | | | Culinary | | | Commercial Induction Cooktops for Mayo | | No | 3 | (359.98) | 2020- | | No Sticker |
| Mayo | | | Culinary | | | 10-inch stainless skillet for JM | | No | 1 | $39.95 | 2020- | | No Sticker |
| Mayo | | | Culinary | | | Metal measuring cups and spoons for JM | | No | 1 | $13.95 | 2020- | | No Sticker |
| Mayo | | | Culinary | | | Food Storage Containers for JM | | No | 1 | $37.99 | 2020- | | No Sticker |
| Mayo | | | Culinary | | | 1/4 size sheet pans for Mayo | | No | 1 | $23.80 | 2020- | | No Sticker |
| All Sites | | | Culinary | | | Food Photography Light Box (1 for each site) | | No | 4 | $221.16 | 2020- | | No Sticker |
| Century | | | Culinary | | | Chefs Knives for Century | | No | 1 | $90.93 | 2020- | | No Sticker |
| Century | | | Culinary | | | Food Storage Containers for Century | | No | 2 | $83.96 | 2020- | | No Sticker |
| Century | | | Culinary | | | Knife Steeel for Century | | No | 1 | $21.99 | 2020- | | No Sticker |
| Century | | | Culinary | | | Rubber Scraper for Century | | No | 1 | $32.00 | 2020- | | No Sticker |
| Century | | | Culinary | | | Bus Tubs for Century | | No | 2 | $87.97 | 2020- | | No Sticker |
| Century | | | Culinary | | | Measuring Cups for Century | | No | 1 | $53.97 | 2020- | | No Sticker |
| Century | | | Culinary | | | Squirt Bottles for Century | | No | 2 | $38.70 | 2020- | | No Sticker |
| Century | | | Culinary | | | Child Development Wood Blocks for Century | | No | 1 | $29.99 | 2020- | | No Sticker |
| Century | | | Culinary | | | Child Development Wood Activity Trays for | | No | 1 | $83.91 | 2020- | | No Sticker |
| Century | | | Culinary | | | Child Development Wood Tree Blocks for | | No | 1 | $58.20 | 2020- | | No Sticker |
| Century | | | Culinary | | | Child Development Diverse Ability Figures | | No | 1 | $24.99 | 2020- | | No Sticker |

| SITE | BLDG | FLO | ROOM | ASSE | TAG | DESCRIPTION | SERIAL | MANUFACTURER | O | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mayo | | | FCS | | | Stainless Steel Workstations | | Total Restaurant Supply | # | 9,508.80 | 2021- | 10/18/2021 | No Sticker |
| CTECH | | | Computer | | | Weather Station | | RainWise | 1 | 999.00 | 2021- | 1/11/2022 | No Sticker |
| CTECH | | | Computer | | | Air Quality Monitor | | IQ Air | 1 | (269.00) | 2021- | 1/11/2022 | No Sticker |
| Century | | | | | | Dress Forms/sewing mach/iron board/iron | | TSC Group LLC The Shop | 3 | $2,969.97 | 2021- | 4/13/2022 | No Sticker |
| CTECH | | | | | | Human Torso | | Reality Works | 2 | $1,078.92 | 2021-22 | 2/14/2022 | No Sticker |
| Mayo | | | | | | Auto Scanning | | Solus Legend | 2 | $5,179.08 | 2021- | 2/16/2022 | No Sticker |

| SITE | Teacher | | Room | ASSE | TAG | DESCRIPTION | SERIAL | MANUFACTURER | O | ORIGINAL | FISCAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CTECH | | | | | | Advance Tabco Premium Series SS-306 30" x | | Advance Tabco | 2 | $2,411.70 | 2022-23 | | Stickered |
| Mayo | Huesman/FCS | 2 | | | | Tortilla Presses,Immersion Blenders, Dutch | | Uno Casa, Lodge, | 7 | $992.88 | 2022-23 | 2/2/2023 | No Sticker |
| CTECH | Drucker/T&I | | | | | VEX V5 POE/CIM Upgrade Kit | | PLTW | 5 | $6,625.00 | 2022-23 | 5/18/2023 | No Sticker |
| Century | Johnson/T&I | | | | | Wood Lathe and Guard | | A-Line Machine Tool, Inc. | 1 | $6,238.80 | 2022-23 | 5/12/2023 | Stickered |
| CTECH | Lorentz/HSC | | | | | Nursing Lab Manikins and Ulcered Foot | | GTSimulators by Global | | $4,670.00 | 2022-23 | 3/16/2023 | No Sticker |
| RPS Online | Duden/FCS | | | | | Wire in Rim Aluminum Bun Pans | | Choice | 2 | $144.98 | 2023-24 | 1/19/2024 | No Sticker |
| RPS Online | Duden/FCS | | | | | Steel Muffin/Cupcake pan | | Choice | # | $142.80 | 2023-24 | 1/19/2024 | No Sticker |
| RPS Online | Duden/FCS | | | | | Vigor SS1 Cookware Set | | Vigor | # | $1,007.90 | 2023-24 | 1/19/2024 | No Sticker |
| RPS Online | Duden/FCS | | | | | Aluminum Bread Loaf Pan | | Fat Daddios | # | $230.64 | 2022-23 | 1/19/2024 | No Sticker |
| JM | Spalles- | | | | | Baby Simulators and Equipment | | Reality Works | 5 | $8,458.00 | 2023-24 | 9/27/2023 | Stickered Babies a |
| CTECH | Jacobson/T&I | | | | | Mobile Arc Welding Simulator | | Mississippi Welders | 3 | $8,772.78 | 2023-24 | 04/10/2024 | Stickered |
| CTECH | Lorentz/HSC | | | | | Muscular Figure | | Reality Works | 1 | $2,209.72 | 2023-24 | 4/19/2024 | Stickered |
| CTECH | Kappers/AG | | | | | Canine Simulator | | Reality Works | 1 | $2,999.00 | 2023-24 | | |
| CTECH | Kappers/AG | | | | | Feline Simulator | | Reality Works | 1 | $1,999.00 | 2023-24 | | |
| | | | | | | | | | | | | | |
| CTECH | Kappers/AG | | | | | Vernier Labquest 3 | | Vernier Software & Tech | 6 | $2,394.00 | 2024-25 | 11/21/2024 | Stickered |
| Century | Flores/FCS | | | | | GE Profile 29.88 Fingerprint resistant | | General Electric | 1 | $1,619.50 | 2024-25 | 11/22/2024 | Stickered |

Some amounts recorded as "positive" numbers and others as "negative" numbers in parenthesis??

NOTE: No specific purchase dates provided--lacks information as to whether purchases were made prior or following MDE approval

NOTE: Many "supply" items recorded as equipment

NOTE: Many large expenditures being made without prior MDE approval

| SITE | BLDG | ROOM | DESCRIPTION | MANUFACTURER | MODEL# | QTY | ORIGINAL COST | FISCAL YEAR | | GOAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Blooming Prairie | High School | FACS | Empathy Belly Preg. Simulator | Reality Works | | 1 | $674.10 | 2015-16 | | 1.8 |
| Blooming Prairie | High School High | Ag. Dept. | Hand Grinders | Makita | | 4 | $251.96 | 2015-16 | | 1.8 |
| Byron | School High | FACS | Knife Sharpener | Chefs Choice | | 1 | $195.95 | 2015-16 | | 1.8 |
| Byron | School | FACS | Sharpening Station | Chefs Choice | | 1 | $159.95 | 2015-16 | | 1.8 |
| Byron | High School | Industrial Tech | Sliding miter saw | Dewalt | | 1 | $349.00 | 2015-16 | | 1.8 |
| Byron | High School | Ag. Dept. | Utility Carts | Sandusky | | 2 | $149.34 | 2015-16 | | 1.8 |
| Byron | High School High | Ag. Dept. | Mini Refrigerator | Danby | | 1 | $202.90 | 2015-16 | | 1.8 |
| Hayfield | School | Ind. Tech & Ag. | Miter Saw | Hitachi | | 1 | $399.00 | 2015-16 | | 1.8 |
| Kasson-Mantorville | High School | FACS | Real Care Babies | Reality Works | | 2 | $1,393.00 | 2015-16 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | iPads Air 2 | Apple | | 2 | $848.00 | 2015-16 | | 1.8 |
| Pine Island | High School High | FACS | Pico Projector | aaxa Technologies Kitchen Aid | | 1 | $199.00 | 2015-16 | | 1.8 |
| Pine Island | School High | FACS | Professional Mixer | NASCO | | 1 | $582.94 | 2015-16 | | 1.8 |
| Pine Island | School | FACS | Demonstration Mirror | | | 1 | $370.00 | 2015-16 | | 1.8 |
| Stewartville | High School | Ag. Dept. | Dog Learning Lab Kits | Ohio State U | | 1 | $680.02 | 2015-16 | | 1.8 |
| Stewartville | High School | Ag. & FACS | Ipad Pro | Apple | | 1 | $720.00 | 2015-16 | | 1.8 |
| Triton | High School | Ag.Dept. | Lab software | Vernier Wacom Vernier | | 1 | $329.00 | 2015-16 | | 1.8 |
| Triton | School High | Business | Pro pen and tablet | | | 2 | $699.98 | 2015-16 | | 1.8 |
| Triton | School | Ag. Dept. | Lab software | | | 2 | $658.00 | 2015-16 | | 1.8 |
| Byron | High School | FACS | 5 1/2" Jumbo Saute Pan | | | 6 | $299.94 | 2016-17 | | 1.8 |
| Byron | High School High | FACS | Kitchen Gloves | | | 18 | $197.82 | 2016-17 | | 1.8 |
| Byron | School | Industrial Tech | Router | | | 2 | $350.00 | 2016-17 | | 1.8 |
| Byron | High School | Industrial Tech | Router Bit Set | | | 1 | $165.00 | 2016-17 | | 1.8 |
| Byron | High School | Industrial Tech | Vise | | | 2 | $200.00 | 2016-17 | | 1.8 |
| Byron | High School | Industrial Tech | Welding DVDs | | | 2 | $50.00 | 2016-17 | | 1.8 |
| Byron | High School High | Industrial Tech | Portable Projecter | | | 1 | $90.00 | 2016-17 | | 1.8 |
| Byron | School | Industrial Tech | Impact Wrench | | | 1 | $129.38 | 2016-17 | | 1.8 |
| Byron | High School | Industrial Tech | Impact Wrench Socket | | | 1 | $10.99 | 2016-17 | | 1.8 |
| Hayfield | High School | FACS | aero gardens | Miracle-Gro | B010NBJMMW | 2 | $360.00 | 2016-17 | | 1.8 |
| Hayfield | High School High | Business | Sphero SPRK + 12 pack | Sphero SOLOOP | SPRK + 12 pack | 12 | $1,199.00 | 2016-17 | | 1.8 |
| Kasson-Mantorville Kasson- | School | Industrial Tech | wire wrap | Maxi Fuse | | 1 | $4.49 | 2016-17 | | 1.8 |
| Mantorville | High School | Industrial Tech | insulation sleeve - 127 pc fuse | | | 4 | $47.48 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | 18 gauge silicone wire - 100' | BNTECHGO | | 2 | $89.96 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | 12 gauge wire - 100' | Hopkins | | 2 | $52.92 | 2016-17 | | 1.8 |
| Kasson-Mantorville Kasson- | High School High | Industrial Tech | smart battery charger | NOCO TEMCo | | 4 | $239.80 | 2016-17 | | 1.8 |
| Mantorville | School | Industrial Tech | 6 gauge wire - 30' | MotoAlliance | | 2 | $52.00 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | batter quick-connect | | | 4 | $49.96 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | powerpole kit | | | 1 | $75.00 | 2016-17 | | 1.8 |
| Kasson-Mantorville Kasson- | High School High | Industrial Tech | powerpole krimp tool | TRIcrimp MK | | 1 | $40.00 | 2016-17 | | 1.8 |
| Mantorville | School | Industrial Tech | batteries, set of 2 | Talon | | 2 | $178.00 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | data cable, 4-pack | | | 1 | $14.99 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | motor controller | Talon | | 3 | $269.97 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | encoder | Talon | | 1 | $39.99 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | planetary integrated encoder | Versa | | 1 | $49.99 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | planetary gearbox | Versa | | 2 | $199.88 | 2016-17 | | 1.8 |
| Kasson-Mantorville Kasson- | High School High | Industrial Tech | 11 tooth CIM gear 14 tooth CIM gear | | | 2 | $15.98 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | 24 tooth gear | | | 1 | $6.99 | 2016-17 | | 1.8 |
| Kasson-Mantorville Kasson- | High School High | Industrial Tech | 48 tooth gear | | | 1 | $14.99 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | timing belt | | | 1 | $8.49 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | timing belt | | | 1 | $9.99 | 2016-17 | | 1.8 |
| Kasson-Mantorville Kasson- | High School High | Industrial Tech | timing belt timing belt | | | 1 | $10.99 | 2016-17 | | 1.8 |
| Kasson-Mantorville | High School | Industrial Tech | timing belt | | | 1 | $15.49 | 2016-17 | | 1.8 |
| Kasson-Mantorville Kasson- | High School High | Industrial Tech | flanged bearing radial bearing 1/2" hex stock | | | 2 | $9.98 | 2016-17 | | 1.8 |
| | | | | | | | | | **MDE Inventory?** | |
| Byron | High School | AG | Microscope, Cordless | Cynmar | CSH-08123 | 6 | $741.54 | 2017-18 | No | 1.8 |
| Byron | High School High | Ind. Tech | Grizzly 3 hp shaper Grizzly power feeder air fryer | Grizzly Grizzly | G1026 G4181 | 1 | $1,410.00 | 2017-18 | Yes 18-20-113 | 1.8 |
| Hayfield | High School | FACS | panini maker | Cuisinart | V22568 | 1 | $57.49 | 2017-18 | No | 1.8 |
| Hayfield | High School | FACS | Culinary convection oven | Moffat | E33D5 | 1 | $3000.00 | 2017-18 | Yes 18-20-107 | 1.8 |
| Hayfield | High School | FACS | Knife Roll Set | Mercer Culinary | | 2 | $209.90 | 2017-18 | No | 1.8 |
| Hayfield | High School | FACS | Aero Gardens | Miracle-Gro | | 2 | $285.76 | 2017-18 | No | 1.8 |
| Hayfield | High School | Ind. Tech & Ag. | 8 amp Variable Speed Belt Sander | Porter-Cable | | 1 | $169.00 | 2017-18 | No | 1.8 |
| Hayfield | High School | Ind. Tech & Ag. | JET Band saw-14" closed stand | JET JET | 708115K | 1 | $899.00 | 2017-18 | No...close? | 1.8 |
| Hayfield | High School | Ind. Tech & Ag. | 6" x 48" belt and disc sander with closed stand | Porter-Cable | 70859K PCC761B | 1 | $879.99 | 2017-18 | No...close? | 1.8 |
| Hayfield | High School | Ind. Tech & Ag. | 4 ½" angle grinder-cordless | | | 2 | $194.24 | 2017-18 | No | 1.8 |
| Hayfield | High school | Ind. Tech & Ag. | Accessory Combo Kit | Porter-Cable | PCCK888LB | 2 | $199.94 | 2017-18 | No | 1.8 |
| Kasson-Mantorville | High School | FACS | Chromebook | HP | | 15 | $3,832.50 | 2017-18 | Yes 18-20-100 | 1.8 |
| Kasson-Mantorville | High School | FACS | Knife set | | | 6 | $810.00 | 2017-18 | No | 1.8 |
| Kasson-Mantorville | High School | FACS | Gas range | Whirlpool | | 2 | $2,238.99 | 2017-18 | Yes 18-20-101 | 1.8 |
| Kasson-Mantorville | High School | FACS | Cheese Making Kit - Mozzerella and Ricotta | Educational Innovations | | 2 | $55.90 | 2017-18 | No | 1.8 |
| Kasson-Mantorville | High School | FACS | Spherification Kit | Educational Innovations | | 2 | $49.90 | 2017-18 | No | 1.8 |
| Kasson-Mantorville | High School | FACS | Science in The Kitchen Kit | Educational Innovations | | 1 | $95.95 | 2017-18 | No | 1.8 |
| Kasson-Mantorville | High School | FACS | Rock Candy Crystal Growing Kit | Educational Innovations | | 2 | $33.90 | 2017-18 | No | 1.8 |
| Kasson-Mantorville | High School | FACS | Vitamin C Test Kit | Educational Innovations | | 2 | $53.90 | 2017-18 | No | 1.8 |
| Pine Island | High School | Industrial Tech | CNC Plasma Cutter | GoTorch | | 1 | $1,567.50 | 2017-18 | Yes 18-20-114 | 1.8 |
| Pine Island | High School | Industrial Tech | CNC Plasma | GoTorch | | 1 | $1,567.50 | 2017-18 | (only ONE approved by | 1.8 |
| Triton | High School | Ag. Dept. | HP Laptop (see row 99) | HP | | 1 | $1,200.00 | 2017-18 | NO | 1.8 |
| Byron | High School | Ag. Dept. | Hot Plates | Ward's Science | | 4 | $1,093.00 | 2016-17 | NO | 1.8 |
| | | | | | | | | | **MDE Inventory?** | |
| Byron | High School | FACS | Convection Range | Maytag | WGE745COFS00 | 5 | $5,000.96 | 2018-19 | NO | 1.8 |
| Byron | High School High | Ag | Garden Growing System Garden Lights | Tower Garden Tower Garden | | 1 | $1,050.00 | 2018-19 | NO | 1.8 |
| Byron | High School | Ag | Garden Dolly | Tower Garden | | 1 | $139.90 | 2018-19 | No | 1.8 |
| Byron | High School | Ag | Garden Extension Kit Outdoor TV | Tower Garden Sun Brite Square | | 1 | $140.00 | 2018-19 | No | 1.8 |
| Byron | High School | Business | Cash Drawer | Apple | | 2 | $249.00 | 2018-19 | No | 1.8 |
| Byron | High School | Business | Digital Storefront | Apple | | 1 | $504.00 | 2018-19 | No | 1.8 |
| Byron | High School High | Business | Ipad Pro 12.9" | Apple Kitchen Aid Mercer | | 1 | $1,099.00 | 2018-19 | Yes 19-20-106 | 1.8 |
| Hayfield | High School | FCS | Labratory Scale | Mocco Finedine Finedine | | 1 | $53.99 | 2018-19 | No | 1.8 |
| Pine Island | High School | FCS | Cookware Set | Cook N Home | | 5 | $514.95 | 2018-19 | No | 1.8 |
| Pine Island | High School | FCS | Commercial Microwave Ovens instapot | Amana Amazon Am | | 4 | $839.96 | 2018-19 | No | 1.8 |
| Pine Island | High School | Industrial Tech | MIG Welder | Miller | | 1 | $1,250.00 | 2018-19 | Yes 19-20-100 | 1.8 |
| Pine Island | High School | FCS | Dinnerware Set | Corelle | | 4 | $272.08 | 2018-19 | No | 1.8 |
| Pine Island | High School | FCS | Cooker Pasta cutter | Sous Vide Kitchen Aid Wilton | | 5 | $439.95 | 2018-19 | No | 1.8 |
| Stewartville | High School | Ag | Egg Hen Incubator | Brinsea | | 1 | $413.99 | 2018-19 | No | 1.8 |
| Stewartville | High School High | Ag | Egg Candler | Econo USDA | | 1 | $71.06 | 2018-19 | No | 1.8 |
| Triton | High School | FCS | Cookware Set | Cuisinart | | 4 | $731.16 | 2018-19 | No | 1.8 |
| Triton | High School | FCS | Skillet Set | Cuisinart | | 4 | $173.12 | 2018-19 | No | 1.8 |
| Triton | High School | FCS | Knife Sets Chef Knife Paring knife | MercerCulinary Mercer Culinary | | 4 | $451.96 | 2018-19 | No | 1.8 |
| Triton | High School | FCS | Digital Kitchen Lab Scale | Mueller | | 4 | $47.88 | 2018-19 | No | 1.8 |
| Triton | High School High | FCS | Professional Mixer | Kitchen Aid HOMCOM | | 4 | $1,399.96 | 2018-19 | Yes 19-20-102 | |
| | | | | | | | | | **MDE Inventory?** | |
| Byron | High School | FCS | Double Stacker | Nemco | | 1 | $699.00 | 2019-20 | No | |
| Hayfield | High School | Ind. Tech & Ag. | 50 amp. Plasma Cutter | Super Deal | | 1 | $429.78 | 2019-20 | No | 1.8 |
| Kasson-Mantorville Kasson- | High School High | Industrial Tech | Auto Parts | Any Time Tools Tiger Chef | | 10 | $1,017.23 | 2019-20 | NO | 1.8 |
| Kasson-Mantorville | High School | FCS | Stainless Steel Work Tables | Tiger Chef | | 3 | $430.44 | 2019-20 | No | 1.8 |
| Kasson-Mantorville | High School High | FCS | Aluminum Sheet Pans | Tiger Chef | | 2 | $239.98 | 2019-20 | No | 1.8 |
| Triton | High School | FCS | Pasta Roller | Kitchen Aid | | 1 | $556.00 | 2019-20 | No | 1.8 |
| Triton | High School | FCS | Food Blender | Ninja | | 4 | $335.96 | 2019-20 | No | 1.8 |
| Triton | High School High | FCS | Food Processor | Ninja | 4N3rB9KGCT | 4 | $169.96 | 2019-20 | No | 1.8 |
| | | | | | | | | | **MDE Inventory?** | |
| Hayfield | High School | AFNR | Drill Driver | Dewalt | | 5 | $999.99 | 2020-21 | NO | |
| Hayfield | High School | AFNR | Orbital Sanders | Dewalt | | 5 | $314.95 | 2020-21 | No | |
| Hayfield | High School High | AFNR | Sheet Sanders Random Orbit Sanders Finishing Sanders | Dewalt Mikita Dewalt | | 5 | $244.95 | 2020-21 | No | |

| Location | Level | Program | Item | Brand/Vendor | Model | Qty | Price | Year | Notes |
|---|---|---|---|---|---|---|---|---|---|
| Hayfield | High School | FCS | Knife Sets | Mercer | | 3 | $353.25 | 2020-21 | No |
| Kasson-Mantorville | High School High | T&I | Welding Helmets Work Tables | Harbor Freight | | 30 | $1,499.70 | 2020-21 | NO |
| Pine Island | High School | T&I | Extension Ladder | Werner | | 1 | $322.11 | 2020-21 | No |
| Pine Island | High School | T&I | Abrasive Blast Pot | Homak | | 1 | $393.99 | 2020-21 | No |
| Pine Island | High School High | T&I | OBDII scan and diagnostic tool Welders | Foxwell Miller | | 1 | $499.99 | 2020-21 | No |
| Triton | High School | AFNR | Laptop (see row 58) | Lenovo | | 1 | $483.00 | 2020-21 | No |
| Triton | High School | Business | iPad iPad | Apple Apple Nemco | | 1 | $999.00 | 2020-21 | NO |
| | | | | | | | | | |
| Stewartville | High School | FCS | Artic Air commercial Freezer AF23 and Fridge R23 | Artic Air | | 1 | $6,235 | 2021-2022 | fudnign did not happen-billed late |
| Hayfield | High School | FCS | KSM150PSWH Artisan Series 5-Qt. Stand Mixer with Pouring Shield | Kitchenaid | | 5 | 2149.95 | 2021-2022 | |
| Blooming Prairie | High School | FCS | Commercial Refrigeratrion and Freezer Artic Air AR 23, AF23 | Artic Air | | 1 | 6235 | 2021-2022 | |
| Byron | High School | FCS | Traeger Smoker: Pro 780 | | | | | 2022-23 | |
| Byron | High School | FCS | 44 Pound Stainless Steel Scale | | | | | 2022-23 | |
| Byron | High School | FCS | Mighty Bite Stainless Steel Stuffer | Klingers | HST 3072 | 4 | 4835.34 | 2022-23 | |
| Byron | High School | FCS | Big Bite Meat Grinder | | | | | 2022-23 | |
| Byron | High School | FCS | Stainless Steel Tables | Klingers | HST 3072 | 4 | 4835.34 | 2022-23 | |
| | | | | | | | | | |
| Kasson-Mantorville | High School | Trade and Industry | Welder | Lincoln | | 1 | 3420 | 2022-2023 | |
| Stewartville | High School | Trade and Industry | Welder | Lincoln | | 1 | 3420 | 2022-2023 | |
| Pine Island | High School | Trade and Industry | Welder | Lincoln | | 1 | 3420 | 2022-2023 | |
| Byron | High School | Trade and Industry | Welder | Lincoln | | 3 | 3420 | 2022-2023 | |
| Kasson-Mantorville | High School | Trade and Industry | Mill | HAAS | | 1 | 8000 | 2022-2023 | |
| Kasson-Mantorville | High School | Trade and Industry | Vertical Mill | Alliant | | 1 | 2000 | 2022-2023 | |
| Kasson-Mantorville | High School | Trade and Industry | 13" Lathe | Clausing L 9 | | 1 | | 2022-2023 | |
| Kasson-Mantorville | High School | Trade and Industry | Vertical Mill | Acer | | 1 | | 2022-2023 | |
| Kasson-Mantorville | High School | Trade and Industry | PRS Alpha Router | Shopbot | | 1 | | 2022-2023 | |
| | | | | | | | | | |
| Blooming Prairie | High School | AFNR | CS Planer | Jet 06-722155 | 22063102 | 1 | $3,199.99 | 2023-24 | |
| Blooming Prairie | High School | AFNR | KB Router Table Combo | KB | 857432 | 1 | $236.53 | 2023-24 | |
| Kasson-Mantorville | High School | FCS | Reality Babies | Reality Works | 10210401 | 8 | $17,855.25 | 2023-24 | |
| ZED ALC | High School | FCS | Proofing Box | Avantco | HPU-182 | 1 | $800.00 | 2023-24 | |
| ZED ALC | High School | FCS | Pizza Oven | Cuisinart | CGG 403 | 1 | $197.00 | 2023-24 | |
| ZED ALC | High School | FCS | Food Processor | Kitchenaid | KP 0921 | 1 | $99.99 | 2023-24 | |
| ZED ALC | High School | FCS | Food Dehydrator | Magic Mill | | 1 | $169.99 | 2023-24 | |
| ZED ALC | High School | FCS | Gourmet Skillet | Elite | | 1 | $57.84 | 2023-24 | |
| ZED ALC | High School | FCS | Digital Scale | Hito | | 1 | $9.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Fishing supplies | | | | $64.49 | 2023-24 | |
| ZED ALC | High School | AFNR | Table Saw | Dewalt | | 1 | $679.00 | 2023-24 | |
| ZED ALC | High School | AFNR | Scrolls Saw | Shop Fox | | 1 | $189.00 | 2023-24 | |
| ZED ALC | High School | AFNR | Raised Garden Beds | Best Choice | | 2 | $79.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Natura Chicken Coop | Trixie | | 1 | $162.68 | 2023-24 | |
| ZED ALC | High School | AFNR | Hyner Plant Stand | Hyner | | 2 | $169.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Seed Starter Kit | Fohill | | 2 | $31.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Curriculum | Goodheart Wilcox Pub | | 3 | $5,398.87 | 2023-24 | |
| | | | | | | | | | |
| Blooming Prairie | High School | AFNR | CS Planer | Jet 06-722155 | 22063102 | 1 | $3,199.99 | 2023-24 | |
| Blooming Prairie | High School | AFNR | KB Router Table Combo | KB | 857432 | 1 | $236.53 | 2023-24 | |
| Kasson-Mantorville | High School | FCS | Reality Babies | Reality Works | 10210401 | 8 | $17,855.25 | 2023-24 | |
| ZED ALC | High School | FCS | Proofing Box | Avantco | HPU-182 | 1 | $800.00 | 2023-24 | |
| ZED ALC | High School | FCS | Pizza Oven | Cuisinart | CGG 403 | 1 | $197.00 | 2023-24 | |
| ZED ALC | High School | FCS | Food Processor | Kitchenaid | KP 0921 | 1 | $99.99 | 2023-24 | |
| ZED ALC | High School | FCS | Food Dehydrator | Magic Mill | | 1 | $169.99 | 2023-24 | |
| ZED ALC | High School | FCS | Gourmet Skillet | Elite | | 1 | $57.84 | 2023-24 | |
| ZED ALC | High School | FCS | Digital Scale | Hito | | 1 | $9.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Fishing supplies | | | | $64.49 | 2023-24 | |
| ZED ALC | High School | AFNR | Table Saw | Dewalt | | 1 | $679.00 | 2023-24 | |
| ZED ALC | High School | AFNR | Scrolls Saw | Shop Fox | | 1 | $189.00 | 2023-24 | |
| ZED ALC | High School | AFNR | Raised Garden Beds | Best Choice | | 2 | $79.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Natura Chicken Coop | Trixie | | 1 | $162.68 | 2023-24 | |
| ZED ALC | High School | AFNR | Hyner Plant Stand | Hyner | | 2 | $169.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Seed Starter Kit | Fohill | | 2 | $31.99 | 2023-24 | |
| ZED ALC | High School | AFNR | Curriculum | Goodheart Wilcox Pub | | 3 | $5,398.87 | 2023-24 | |
| Hayfield | High School | FCS | Big Green Egg Smoker | Big Green Egg | | 1 | $1,960.00 | 2023-24 | |
| Hayfield | High School | AFNR | Bovine Inseminator Simulator | Reality Works | | 1 | $4,259.00 | 2023-24 | |
| Stewartville | High School | AFNR | Meat cut simulator -Lamb | Reality Works | | 1 | $2,199.00 | 2023-24 | |
| Stewartville | High School | AFNR | Meat cut simulator -Chicken | Reality Works | | 1 | $1,881.80 | 2023-24 | |
| Byron | High School | AFNR | Canine Vet Trainer | Reality Works | | 1 | $3,203.29 | 2023-24 | |
| Byron | High School | AFNR | Feline Vet Trainer | Reality Works | | 1 | $2,203.29 | 2023-24 | |
| | | | | | | | | | |
| Byron | High School | FCS | Pizza Ovens | Restaurant Supply | | 4 | $1,999.00 | 2024-25 | |
| Kasson-Mantorville | High School | T & I | Weld Simulator | Lincoln Electric | | 1 | $5,820.00 | 2024-25 | |
| Blooming Prairie | High School | FCS | Stainless Steel Tables | Restaurant Supply | | 8 | $1,545.64 | 2024-25 | |
| Stewartville | High School | AFNR | CAD Programming | | | 1 | $1,495.00 | 2024-25 | |
| Kasson-Mantorville | High School | T & I | Welders | Lincoln Electric | | 3 | $11,939.25 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Torque wrench, in-lb, flex beam, 3/8" drive | Harbor Freight | | 10 | $1,199.90 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Pliers, slip-joint | Harbor Freight | | 10 | $79.90 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Breaker bar, ½" drive | Harbor Freight | | 10 | $219.90 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Impact socket, deep well, ½" drive 21mm | Harbor Freight | | 20 | $79.80 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Socket extension, 3/8" drive | Harbor Freight | | 10 | $399.90 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Socket wrench, 3/8" drive set | Harbor Freight | | 11 | $1,759.89 | 2024-25 | |
| Blooming Prairie | High School | AFNR | 3/8 in. Drive Metric | Harbor Freight | | 6 | $65.94 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Spark plug socket, 3/8" drive 5/8" | Harbor Freight | | 10 | $99.90 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Wrench, 10mm | Harbor Freight | | 10 | $99.90 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Wrench, 14mm | Harbor Freight | | 6 | $90.00 | 2024-25 | |
| Blooming Prairie | High School | AFNR | C-Clamp | Harbor Freight | | 20 | $175.80 | 2024-25 | |
| Blooming Prairie | High School | AFNR | Safety glasses | Harbor Freight | | 70 | $353.50 | 2024-25 | |

| Control # | District Name | Date Recvd | Description | $ Amount | Notes | Date Appvd. | Specialist | Consortia Inventory? | |
|---|---|---|---|---|---|---|---|---|---|
| 7118 | Mayo High School | 9/26/2017 | Automotive alligner | $13,600.00 | | 9/26/2017 | Rapheal | Yes (no amount) | |
| 10718 | Century High School | 10/16/2017 | CNC Router | $4,298.99 | | 11/20/2017 | Rapheal | Yes | |
| 13018 | CTECH | 11/27//17 | two flow hoods -hepa filtered | $8,505.06 | Total Equip Cost is $11005.06 | 11/27//17 | Sowles | NO | Never purchased by RPS |
| 18-20-100 | KASSON-MANTORVILLE | 2/20/2018 | 15 chrome books | $3,750.00 | | 2/20/2018 | Dean Breuer | Yes | |
| 18-20-101 | KASSON-MANTORVILLE | 2/20/2018 | Professional gas range | $2,700.00 | | 2/20/2018 | Max Peterson | Yes | |
| 18-20-102 | PINE ISLAND | 2/20/2018 | Virtual business-accounting lab license | $1,295.00 | | 2/20/2018 | Dean Breuer | NO | Purchased on site at Pine Island |
| 18-20-103 | ROCHESTER | 3/6/2018 | CNC Shark HD4 Router & Bit Set (2) | $8,799.94 | Each is 4399.97 (Redone 3/21) Mayo & John M | 3/23/2018 | Joel Larsen | Yes | |
| 18-20-104 | ROCHESTER | 3/20/2018 | Kitchen equipment for Serv Safe | $1,160.00 | ***SM has changed their minds. | 5/29/18*** | Max Peterson | N/A | |
| 18-20-105 | BYRON | 3/20/2018 | Six ovens | $6,563.40 | Each is 1093.90 | 3/27/2018 | Max Peterson | NO | Purchased on site at Byron |
| 18-20-106 | KASSON-MANTORVILLE | 3/20/2018 | 36 Inch Cosmos Professional Gas Range | $1,449.00 | | 3/27/2018 | Max Peterson | NO | Purchased on site at Kasson-Mantorville |
| 18-20-107 | HAYFIELD | 3/20/2018 | Moffat E33DS/P10M Tubofan EC Oven | $6,165.00 | | 3/27/2018 | Max Peterson | Yes | |
| 18-20-108 | ROCHESTER | 3/27/2018 | Computer Keyboards - NOT APPROVED | $1,598.00 | Willow Creek Middle School | 4/6/2018 - NA | Dean Breuer | N/A | Never purchased by RPS |
| 18-20-109 | ROCHESTER | 3/27/2018 | Wireless Automotive Diagnostic Scanner | $2,177.47 | | 3/29/2018 | Joel Larsen | Yes | |
| 18-20-110 | ROCHESTER | 3/27/2018 | Diagnotic Tire Pressure Sysstem | $1,489.99 | | 3/29/2018 | Joel Larsen | Yes | |
| 18-20-111 | ROCHESTER | 4/10/2018 | Microphone, Camer Video Kit and 5 iPads | $1,426.00 | | 4/13/2018 | Shelli Sowles | Yes | |
| 18-20-112 | ROCHESTER | 3/20/2018 | Camera & TV for a demonstration kitchen | $1,315.78 | Installation costs not included | 4/24/2018 | Max Peterson | Yes | |
| 18-20-113 | BYRON | 5/1/2018 | Grizzly 3hp shaper G1026 & Power Feeder G4181 | $2,420.00 | | 5/2/2018 | Joel Larsen | Yes | |
| 18-20-114 | PINE ISLAND | 5/1/2018 | CNC Plasma Cutting Table  and Go Torch | $1,567.50 | | 5/2/2018 | Joel Larsen | Yes (purchased TWO, approved for ONE) | Only the plasma table was purchased with Perkins, district funded the rest |
| 18-20-115 | ROCHESTER | 5/7/2018 | Sliding Table Saw - Mayo HS | $1,199.00 | Mayo HS | 5/9/2018 | Joel Larsen | Yes | |
| 18-20-116 | ROCHESTER | 5/7/2018 | In-VitroCell Direct Heat CO2 Incubator | $2,424.00 | CTECH | 5/8/2018 | Shelli Sowles | Yes (actual amount $4924) | |
| 18-20-117 | ROCHESTER | 5/7/2018 | Ornamental Roller-Bender | $3,211.10 | CTECH | 5/9/2018 | Joel Larsen | Yes (no amount) | |

| Control # | District Name | Date Recvd | Description | $ Amount | Notes | Date Appvd. | Specialist | Consortia Inventory? | |
|---|---|---|---|---|---|---|---|---|---|
| 19-20-100 | PINE ISLAND | 12/13/2018 | Miller MIG Welder | $2,468.00 | | 1/22/2019 | Tim Barrett | Yes | |
| 19-20-101 | ROCHESTER | 12/17/2018 | Ultimaker 3 Extended 3D Printer | $4,080.25 | | 12/18/2018 | Joel Larsen | Yes | |
| 19-20-102 | TRITON | 1/14/2019 | Kitchen Aid KP26Mixer (4 of them) | $1,399.96 | | 1/15/2019 | Max Peterson | Yes | |
| 19-20-103 | ROCHESTER | 2/27/2019 | Sliding Table Saw Crosscutting Mence | $1,274.00 | | 3/1/2019 | Tim Barrett | NO | On site at Century HS |
| 19-20-104 | ROCHESTER | 3/18/2019 | Bovine Injection Simulator | $3,748.83 | | 3/19/2019 | Joel Larsen | Yes | |
| 19-20-105 | ROCHESTER | 3/18/2019 | Geriatic Simulator | $2,623.95 | | 3/19/2019 | Max Peterson | Yes (add'l purchase for | $949 was for Geriataric |
| 19-20-106 | BYRON | 6/4/2019 | iPad Pro (12.9", 256GB, Wifi) | $1,099.00 | | 6/5/2019 | Dean Breuer | Yes | |
| 19-20-107 | BYRON | 6/4/2019 | Outdoor TV | $1,749.00 | | 6/5/2019 | Dean Breuer | NO | Purchased on site at Byron |

| Control # | District Name | Date Recvd | FF# / Teacher | Equipment Description | $ Amount | Notes | Date Appvd. | Specialist | Consortia Inventory? | |
|---|---|---|---|---|---|---|---|---|---|---|
| 20-20-100 | ROCHESTER | 7/11/2019 | 995997/Laura Lorentz | Adult Nursing Manikin | $4,054.19 | | 7/16/2019 | Health - Shelli Sowles | Yes | |
| 20-20-101 | ROCHESTER | 7/11/2019 | 430879/Jacob Robinson | Rotary Fixture for Laser Engraver | $1,790.00 | | 7/16/2019 | Ag - Zane Sheehan | Yes | |
| 20-20-102 | TRITON | 12/10/2019 | 507686/Cassidy Breer | RealCare Baby Infant Simulators | $3,996.00 | | 12/11/1991 | FCS - Max Peterson | NO | Purchased on site at Triton |
| 20-20-103 | ROCHESTER | 1/27/2020 | 250579/Bev Babcock | Metro C539 Proofing Cabinet | $3,022.09 | | 1/28/2020 | FCS - Max Peterson | Yes | |
| 20-20-104 | ROCHESTER | 3/26/2020 | 430879/Jacob Robinson | 3D Printer for Mfging & Eng. | $3,345.00 | | 3/30/2020 | T&I - Tim Barrett | Yes | |
| 20-20-105 | ROCHESTER | 3/27/2020 | 397656/Phillip Walch | Basic Life Support Starter Kit | $1,825.00 | | 3/27/2020 | Health - Shelli Sowles | Yes | |
| 20-20-106 | STEWARTVILLE | 5/7/2020 | 512988/Alex Dahm | Ten (10) HP ProBook Laptop Computers | $7,286.50 | | 5/19/2020 | Business - Dean Breuer | NO | Purchased on site at Stewartville |

| Control # | District Name | Date Recvd | FF# / Teacher | Equipment Description | $ Amount | Notes | Date Appvd. | Specialist | Consortia Inventory? | |
|---|---|---|---|---|---|---|---|---|---|---|
| 21-20-100 | ROCHESTER | 12/9/2020 | 454842/Amelia Kappers | Plant Lab Educational Hydroponics System | $1,299.00 | C Tech HS | Denied | Ag - Zane Sheehan | N/A | |
| 21-20-101 | ROCHESTER | 12/9/2020 | 375772/Michael Jerpbak | This online learning suite will provide students access | $6,397.44 | Mayo HS - DENIED | Denied 12.22.2( | FCS - Max Peterson | N/A | |
| 21-20-102 | ROCHESTER | 12/9/2020 | 515078/Laura Lorentz | Site to Stand Manual Lift | $2,905.00 | Rochester C Tech HS | 12.11.20 | Health - Shelli Sowles | Yes | |
| 21-20-103 | ROCHESTER | 12.16.20 | 454842/Amelia Kappers | Greenhouse insects kit | $1,059.00 | Rochester C Tech HS | Rescinded on 1 | Ag - Zane Sheehan | N/A | |
| 21-20-104 | ROCHESTER | 12.16.20 | 397656/Phillip Walch | BodyViz Pro Software, Student Access, and Training | $4,240.00 | Rochester C Tech HS | 12.18.20 | Health - Shelli Sowles | NO | Never purchased by RPS |
| 21-20-105 | ROCHESTER | 12.18.20 | 430879/Jacob Robinson | Next Wave Automation's SHARK HD520 with 2HP | $5,099.99 | Rochester C Tech HS | 1.19.21 | T&I - Tim Barrett | Yes | |
| 21-20-106 | ROCHESTER | 2.16.21 | 297198/Doug Batzlaff | 5HP 3PH 230V, IND CAB SAW w/52in Fence Sawstop | $4,874.00 | Rochester C Tech HS | 2.16.21 | T&I - Tim Barrett | Yes | |
| 21-20-107 | ROCHESTER | 2.16.21 | 515078/Laura Lorentz | RealCare Baby with 5 year warranty, accessories, | $1,820.90 | Rochester C Tech HS | 2.17.21 | Health - Shelli Sowles | Yes (add'l purchases for | Purchased, on site at  Baby/Softwa |
| 21-20-108 | ROCHESTER | 3.8.21 | 433014/Charlie Lonergan | Online "School to Career" curriculum | $1,551.60 | ZED ALC #6012-61 - Zumbro Ed District | 3.10.21 | WBL - Erin Larsen | NO | On site and used |
| 21-20-109 | STEWARTVILLE | 3.8.21 | 417728/Bryan Boland | Millermatic 252 Welder, Dynasty 210, and tig cart | $6,774.00 | | 3.8.21 | T&I - Tim Barrett | NO | Still used on site at Stewartville |
| 21-20-110 | BYRON | 3.8.21 | 464331/Josh Bernards | Foundations of Personal Finance Curriculum | $4,500.00 | | 3.10.21 | Business - Dean Breuer | NO | On site and used |
| 21-20-111 | TRITON | 3.15.21 | 507686/Cassidy Breer | Stainless steel commercial tables for all four of our | $2,076.00 | | 4.5.21 | FCS - Max Peterson | NO | Purchased, on site at Triton. |
| 21-20-112 | BLOOMING PRAIRIE | 4.6.21 | 415326/Bill Rinkenberger | 4X8 plasma cutter | $10,000.00 | | 4.14.21 | Ag - Zane Sheehan | NO | On site and used |
| 21-20-113 | ROCHESTER | 3.15.21 | 432914/Charlie Lonergan | Consultant to work with WBL | $1,844.93 | CANCELLED 4.12.21 | 4.12.21 | WBL - Erin Larsen | N/A | |

| Fixed Asset | Description | Long Description | Purchase Order | Unit Value | Asset Number | Site | Room/Program | Fiscal Year | |
|---|---|---|---|---|---|---|---|---|---|
| FY16 | | | | | | | | FY16 | |
| | ~~Vertical Knee Mill~~ | | ~~78185~~ | ~~$27,181.00~~ | | ~~Heintz~~ | ~~CAD Lab~~ | ~~stickers on~~ | Equipment sold to Byron HS Summer 2023 |
| | Mobile Training Firearms Simulator | | 78545 | $26,990.00 | | Heintz | Law Enforcement Lab | | |
| Total Spent | | | | $54,171.00 | | | | | |
| | | | | | | | | | |
| FY17 | Description | Long Description | Purchase Order | Unit Value | Asset Number | Site | Room/Program | FY17 | |
| | Nursing Simulator Pkg | | 80208 | $35,407.08 | | | Nursing | RCTC FY17 | |
| | Nursing Simulator Pkg | | 80208 | $14,595.92 | | | Nursing | | |
| Total Spent | | | | $50,003.00 | | | | | |
| | | | | | | | | | |
| FY18 | Description | Long Description | Purchase Order | Unit Value | Asset Number | Site | Room/Program | FY18 | |
| | Extron SMP 351 3G-SDI | | 46477 | $3,325.00 | | | IT | RCTC FY18 | |
| | Lidar XS (Radar Gun) | | 40705 | $592.57 | | | Law Enforcement | | |
| | Lidar XS (Radar Gun) | | 40705 | $1,004.46 | | | Law Enforcement | | |
| | Lidar XS (Radar Gun) | | 40705 | $97.97 | | | Law Enforcement | | |
| | Dual Enhanced Counting Units | | 40705 | $2,800.30 | | | Law Enforcement | | |
| | Dual Enhanced Counting Units | | 40705 | $4,746.72 | | | Law Enforcement | | |
| | Dual Enhanced Counting Units | | 40705 | $462.98 | | | Law Enforcement | | |
| | Wynn's Tri-Mode Transmission Machine | | 17164 | $4,675.50 | | | Auto | | |
| | Dig Screen Forensic Microscope | | 12984 | $2,031.16 | | | Law Enforcement | | |
| | Dig Screen Forensic Microscope | | 12984 | $2,031.16 | | | Law Enforcement | | |
| | Powermig 350 MP Powersource | | 25219 | $7,104.78 | | | Law Enforcement | | |
| | Powermig 350 MP Powersource | | 25219 | $7,104.78 | | | Law Enforcement | | |
| | DJI Phantom 4 Pro+ Quadcopter Drone | | 31162 | $1,807.04 | | | Law Enforcement | | |
| | DJI Phantom 4 Pro+ Quadcopter Drone | | 31162 | $1,807.04 | | | Law Enforcement | | |
| | DJI Phantom 4 Pro+ Quadcopter Drone | | 31162 | $0.45 | | | Law Enforcement | | |
| | DJI Phantom 4 Pro+ Quadcopter Drone | | 31162 | $1,377.74 | | | Law Enforcement | | |
| | Maxi Move with DPS | | 16107 | $5,749.77 | | | Nursing | | |
| | Maxi Move with DPS | | 16107 | $5,749.77 | | | Nursing | | |
| | Verathon Bladder Scanner | | 31048 | $3,329.00 | | | Nursing | | |
| Total Spent | | | | $55,798.19 | | | | | |
| | | | | | | | | | |
| FY19 | Description | Long Description | Purchase Order | Unit Value | Asset Number | Site | Room/Program | FY19 | |
| | Dell 55 Touch Interactive Monitor & Paraphanalia | | 78498 | $2,840.00 | | | Heintz Center Storage | done | |
| | Power MIG 350 Welder Alum | | 107832 | $6,818.79 | | | Welding Lab | email sent | |
| | 54" Heavy-Duty Professional Cutter | | 81371 | $4,835.00 | | | EA243 | stickers on | |
| | Powermig 350 MP Power Source | | 84291 | $4,199.00 | | | Welding Lab | email sent | |
| | Baby Simulator for Nursing | | | $27,000.00 | | | Nursing | stickers on | |
| Total Spent | | | | $45,692.79 | | | | | |
| | | | | | | | | | |

| FY20 | Description | Long Description | Purchase Order | Unit Value | Asset Number | Site | Room/Program | FY20 | |
|---|---|---|---|---|---|---|---|---|---|
| | USB Conferencing Camera System (quantity 4) | | 190439 | $4,003.40 | | | IT | stickers on | |
| | Miller 255 Welders (quantity of 2) | | 170082 | $5,581.30 | | | Welding | stickers on | |
| | Refrigeration equipment (johnstone supply) | | 185432 | $1,377.95 | | | FAST | stickers on | |
| | Lutron Devices | | 183399 | $1,701.76 | | | FAST | stickers on | |
| | Refrigerant Recycle Machine | | 184269 | $6,529.00 | | | FAST | stickers on | |
| | Refrigeration Trainer basic and commercial | | 184299 | $32,801.00 | | | FAST | stickers on | |
| | Refrigeration stuff | | 189299 | $1,434.76 | | | FAST | stickers on | |
| | Fieldpiece Instruments | | Credit Card | $4,810.00 | | | FAST | stickers on | |
| | Sim Capture | | 182818 | $39,249.00 | | | Nursing | stickers on | |
| | Lap Tops for LAW Skills | | 179454 | $25,720.00 | | | LAW Enforcement | stickers on | |
| | Lap Tops for LAW Skills | | 192377 | $17,920.00 | | | Law Enforcement | stickers on | |
| | Equine Simulator and Replacement | | 172195 | $5,221.96 | | | Vet Tech | stickers on | |
| | Camera Equipment for LAWE | | 191536 | $3,723.35 | | | LAWE | stickers on | |
| | Law Pepper Balls | | 186966 | $8,989.95 | | | LAWE | stickers on | |
| | Multimatic 255 Welders (12) | | 190639 | $30,177.36 | | | Welding | stickers on | |
| | Tracheostomy Simulation (Mock Medical) | | 191944 | $1,762.00 | | | Surgical Tech | stickers on | |
| | Sirchie Livescan Software | | 189861 | $9,747.00 | | | LAWE | no sticker | |
| | VSIM - virtual | | 189640 | $2,400.00 | | | Surgical Tech | no sticker | |
| | Kaplan - virtual | | 189974 | $8,950.00 | | | Nursing | no sticker | |
| | Laporscopic Model | | 191939 | $1,418.00 | | | Surgical Tech | stickers on | |
| | JOMI Subscription - virtual | | 193517 | $2,700.00 | | | Surgical Tech | no sticker | |
| Rick | VFD Training System | | G0000325 | $2,723.88 | | | FAST | stickers on | |
| | 3D Printer | | 193406 | $21,998.00 | | | CAD | stickers on | |
| Mike | 9 Tool Boxes - 1st year student access | | | $40,712.67 | | | Auto | stickers on | |
| **Total Spent** | | | | **$281,652.34** | | | | | |
| | | | | | | | | | |
| **FY21** | **Description** | **Long Description** | **Purchase Order** | **Unit Value** | **Asset Number** | **Site** | **Room/Program** | **FY21** | |
| **Faculty** | | | | | | | | | |
| Ken/Vince | Uline Table and locking drawer | ULINE | 240248 | $581.21 | | Heintz | LAWE | **stickers on** | x |
| Randy/Ken | MILO LAWE Simulator | MILO | 232628 | $134,400.00 | | Heintz | LAWE | **stickers on** | x |
| Kim/Theresa | IDEXX SediView Dx Urine Sediment Analyzer | Vet Tech/IDEXX | 241004 | $22,524.00 | | Heintz | Vet Tech | **stickers on** | x |
| Mike | Electric heat kit, Cased Coil, Heat Pump, Blower, Control, Filter Replacement, Valve Kit | Dell | 212785 | $14,474.65 | | Heintz | Auto Service | **stickers on** | x |
| Chad | Electric heat kit, Cased Coil, Heat Pump, Blower, Control, Filter Replacement, Valve Kit | Johnstone Supply | 242525 | $4,392.22 | | Heintz | FAST 4 | | x |
| Chad | Air Handler, Heat Pump, BVA Compatible, Air Cleaner Furnace | Johnstone Supply | 241904 | $3,916.84 | | Heintz | FAST 4 | | x |
| Chad | 2 stage furnace, Condenser, Media Cleaner, Carbon media replacement, Cased Coil | Johnstone Supply | 241902 | $3,115.20 | | Heintz | FAST 4 | | x |
| Jason Jadin | Thermal Cycler | Southern Labware | 246407 | $4,225.20 | | Main | Environmental Science | **stickers on** | |
| Dave L. | Boiler | Rochester Plmb& Htg | 250764 | $20,051.67 | | Heintz | FAST 1 | | |
| Dave L. | Plumbing Trailer | Ferguson Truck & Trailer | 251976 | $4,100.00 | | Heintz | FAST 1 | | |
| Dave L. | Plumbing Supplies | Menards | 254991 | $1,461.11 | | Heintz | FAST 1 | | |
| ~~Paul Titus~~ | ~~Plate Roll - Backordered. Canceled the order. Delivery not until Nov. 2021 $18,500~~ | ~~Elite Metal Tools~~ | ~~249376~~ | ~~$0.00~~ | | | ~~Welding~~ | | |
| Paul Titus | W-50 Tensile Tester | WATTS | 249379 | $9,992.89 | | Heintz | Welding | **Stickers on** | |
| Tawny Amos | Avthor Wearable Chest Tube for Nursing Program | AVKIN | 248854 | $10,485.00 | | Main | Nursing | **Stickers on** | |
| Tawny Amos | AVWOUND Midtone | AVKIN | 248854 | $11,785.00 | | Main | Nursing | **stickers on** | |
| **Total Spent** | | | | **$245,504.99** | | | | | |
| | | | | | | | | | |
| **FY22** | **Description** | **Long Description** | **Purchase Order** | **Unit Value** | **Asset Number** | **Site** | **Room/Program** | **FY22** | |

| | Description | Vendor/Long Desc | Purchase Order | Unit Value | Asset Number | Site | Room/Program | |
|---|---|---|---|---|---|---|---|---|
| Harry Coleman | 5 - 5000 BTU Window Air conditioners | Menards | 280776 | $699.95 | NA | Heintz | FAST 3 | NA |
| Ken Wickelgren | Load Bearing Vests - quantity 80 | Amazon | PCARD | $4,799.20 | NA | Heintz | LAW | NA |
| Ken Wickelgren | 9MM Pistol x 2 | | 299927 | $ 360.00 | 1962261, 1962262 | Heintz | H1109/Law | |
| Tawny Amos | SIM Pad | | 302800 | $ 2,482.54 | 1962264 | Health Science | | |
| Stephanie Sawyer | Intra Oral Scanner | | 303283 | $ 16,499.00 | 1962265 | Heintz | | |
| Stephanie Sawyer | Laptop | | 303283 | $ 2,199.00 | 1962266 | Heintz | | |
| Kim Rowley | Hero 1105 K-9 Simulator | TacMed | 314695 | $ 25,744.75 | 1962296 | Heintz | H1437/Vet | stickers on |
| Kim Rowley | Diesel 1202 K-9 Simulator | TacMed | 314695 | $ 48,294.75 | 1962297 | Heintz | H1437/Vet | stickers on |
| Kim Rowley | Diesel 1203 K-9 Simulator | TacMed | 314695 | $ 48,294.75 | 1962298 | Heintz | H1437/Vet | stickers on |
| | | | | | | | | |
| **Total Spent** | | | | $149,373.94 | | | | |
| | | | | | | | | |
| **FY23** | **Description** | **Long Description** | **Purchase Order** | **Unit Value** | **Asset Number** | **Site** | **Room/Program** | **FY23** |
| **Faculty** | | | | | | | | |
| Susan | Pyxis Machine x 3 | Medstation | 337919 | $33665.34 | 1962375, 1962409, 19 | Health Sc | HS006, HS008, HS | stickers on |
| Mike Harding | Auto Alignment Machine | | 352201 | $32,665.30 | 1962408 | Heintz | H1140 - Auto 1 | stickers on |
| Steve Carlson | Saw x2 | A Line Machine Tool Co Inc | 362236 | | | Heintz | H1146 - Carpentry | stickers on |
| Steve Carlson | Saw portable | A Line Machine Tool Co Inc | 362236 | | | Heintz | H1146 - Carpentry | stickers on |
| Perkins Leaders | Z Space AV/VR Laptop | | | | 1983063 | Heintz | H1001 - Heather | stickers on |
| Perkins Leaders | Z Space AV/VR Laptop | | | | 1983064 | Heintz | H1001 - Michele's | stickers on |
| Perkins Leaders | Z Space AV/VR Laptop | | | | 1983065 | Heintz | H1001 - Jeannie | stickers on |
| Perkins Leaders | Z Space AV/VR Laptop | | | | 1980366 | Heintz | Welcome One Sto | Stickers to Tiff |
| Perkins Leaders | Z Space AV/VR Laptop | | | | 1980367 | Heintz | H1001 - Jami | stickers on |
| Perkins Leaders | Z Space AV/VR Stylus | Serial #: TCXNQKYX37MV0 | | | NA | Heintz | H1001 - Heather | stickers on |
| Perkins Leaders | Z Space AV/VR Stylus | Serial #: CXJ5JC1XB2RR1 | | | NA | Heintz | H1001 - Michele's | stickers on |
| Perkins Leaders | Z Space AV/VR Stylus | Serial #: EW4WFRYNV5M21 | | | NA | Heintz | H1001 - Jeannie | stickers on |
| Perkins Leaders | Z Space AV/VR Stylus | Serial #: 7JE0G16EH44H0 | | | NA | Heintz | Welcome One Sto | Stickers to Tiff |
| Perkins Leaders | Z Space AV/VR Stylus | Serial #: KTP86CS2734T0 | | | NA | Heintz | H1001 - Jami | stickers on |
| Rick Yankowiak | Robotic Trainer | First Technologies | 361113 | $16,364.00 | 1962411 | Heintz | H1107 | stickers on |
| Cherie Fritz | 25 ipads/covers | | | $14462.36 | 1962463-1962487 | Heintz | H2318 - Dental | stickers on |
| Cherie Fritz | Nitrous Oxide Mounts | | | $25199.20 | | Heintz | H2318 - Dental | stickers on |
| Kimberly Rowley | Procyte One CBC Machine | | | $14999.00 | 1962495 | Heintz | H1442 - Vet Tech | stickers on |
| Mike Harding | Zeux Plus Diagnostic Tool | | | $10314.94 | | Heintz | H1138 - Auto | stickers on |
| Mike Harding | Triton-D10 In Diagnostic Tool | | | $12006.98 | | Heintz | H1138 - Auto | stickers on |
| Alan Blake | Johnstone refrigeration unit and press tool jaw | | | $7900.15 | | Heintz | H1132 - FAST 3 | stickers on |
| | | | | | | | | |
| **Total Spent** | | | | $167,577.27 | | | | |
| | | | | | | | | |
| **FY24 Faculty** | **Description** | **Vendor** | **Purchase Order** | **Unit Value** | **Asset Number** | **Site** | **Room/Program** | **FY24** |
| Mike Harding | Multiplexed Lighting System Training & dust cover | First Technologies | 391835 | $20,612.00 | 1962323 | Heintz | H1136 - Auto | stickers on |
| Mike Harding | Circuits Trainer Classroom | First Technologies | 391170 | $36,618.00 | 1983069 | Heintz | H1136 - Auto | stickers on |
| Mike Harding | Advanced Driver Assist Trainer | First Technologies | 391836 | $17,885.00 | | Heintz | Auto | Shipping date expected 5/19/24 |
| Rick Yankowiak | FAST BAS (Building Automation Server) Lab | | | $7,792.00 | | Heintz | FAST | |
| Dental | Dental Simulation Equipment | | 432242 | $155,781.54 | | Heintz | Dental | |

| FY 25 Faculty | Description | Vendor | Purchase Order | Unit Value | Asset Number | Site | Room/Program | FY25 | |
|---|---|---|---|---|---|---|---|---|---|
| Kim Rowley | Small Animal Anesthesia Machine | | | $3,300.00 | | Heintz | Vet Tech | | |
| Alex Catevenis | EMT-iSimulate (2 base units) | | | $19,180.00 | | Heintz | EMT | | |
| | Pi 5 Mini Computing | | | $7,200.00 | | | Cyber Security | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| FY 25 Faculty | Description | Vendor | Purchase Order | Unit Value | Asset Number | Site | Room/Program | FY25 | |
| Vince Scheckel | 2017 POFC Ford SUV | Fleet & Surplus Services | PO - 000021027 | $11,000 | 1983514 | Heintz | Heintz Parking lot | | |
| Vince Scheckel | 2021 POFC Ford SUV | Fleet & Surplus Services | PO - 000027487 | $14,000 | 1983516 | Heintz | Heintz Parking lot | | |
| Vince Scheckel | 2021 POFC Ford SUV | Fleet & Surplus Services | PO - 000039934 | $13,125 | 1983535 | Heintz | Heintz Parking lot | | |
| Vince Scheckel | POFC Police Redman Tactical Suits | Setcan Corporation | PO - 000039689 | $8,928.65 | | Heintz | | | |
| Rick Yankowiak | Hydronic Training Unit - Electric | TS Enterprise Associates | PO - 000041028 | $28,417.00 | | Heintz | | | |
| Rick Yankowiak | Hydronic Training Unit - Gas | TS Enterprise Associates | PO - 000041029 | $28,417.00 | | Heintz | | | |
| Vince Scheckel | 2022 POFC Ford SUV | Fleet & Surplus Services | PO - 000042647 | $16,000.00 | 1983539 | Heintz | Heintz Parking Lot | | |
| Vince Scheckel | 2022 POFC Ford SUV | Fleet & Surplus Services | PO - 000042648 | $14,500.00 | 1983538 | Heintz | Heintz Parking Lot | | |
| Paul Titus | Welding Mobilearc Simulator | Linde Gas & Equipment | PO - 000045175 | $2,978.53 | | Heintz | | | |
| Vince Scheckel | POFC 2021 Licensing & Registration | Public Safety Dept | PO - 000040045 | $958.34 | | Heintz | Heintz Parking lot | | |
| Vince Scheckel | POFC 2022 Licensing & Registration | Public Safety Dept | PO - 000043326 | $1,151.85 | | Heintz | Heintz Parking lot | | |
| Vince Scheckel | POFC 2017 and 2021 Licensing & Registration | Public Safety Dept | PO - 000044517 | $1,830.75 | | Heintz | Heintz Parking lot | | |
| Mike Harding | Auto EV Orange Carts Tool Kit (Qty 3) | Snap On Industrial | PO - 000046013 | $37,961.49 | | Heintz | | | |
| Vince Scheckel | POFC 2022 Licensing & Registration | Public Safety Dept | PO - 000043327 | $1,048.72 | | Heintz | Heintz Parking Lot | | |
| Aaron Davis | Parcel Wrap of Carpentry Pickup and Trailer | Midwest Signtech | PO - 000048685 | $6,615.00 | | Heintz | | | |
| All | ZSpace Applications for Zspace units | Zspace | NO PO Yet | $4,850 | | Heintz | | | |
| Rick Yankowiak | Laptop Cart | Dell Marketing | PO - 000045488 | $2,172.60 | | Heintz | | | |
| Rick Yankowiak | Laptops | Dell Marketing | PO - 000045488 | $20,201.52 | | Heintz | | | |
| Matt Durand | ByeMedia Advertising in Restrooms | Bye Media | PO - 000029504 | $2,000.00 | | Heintz | Heintz | | |
| EMT | Manicuns for EMT | American Red Cross | PO - 000022272 | $5,446.04 | | Heintz | | | |
| CTE | Filming of CTE Programs and Carpentry Video | Media Core | PO - 000045308 | $22,150.00 | | Heintz | | | |
| Surg Tech | Simulation Model Surgical Table | Mock Medical | PO - 000029257 | $44,700.00 | | Heintz | | | |

| Position Number | Position Title | Name (FirstName LastName) | % of Time with Perkins Responsibilities | Secondary, Postsecondary, or Both | Date of Initial Position Funding (MM/DD/YYYY) | Total Budget Amount | Funded thru Basic, Reserve, or Both | Narrative(s) in Which Funding Reported | Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 1 | Perkins Coordinator | Jami Schwickerath | 60% | Secondary | 7/1/2021 | $70,826 | Basic | 10 | Created when Southeast Service Coop got invovled |
| 2 | Director of Postsecondary Readiness & School Counseling | Heather Hogen | 25% | Secondary | 7/1/2022 | $50,673 | Basic | 10 | Position created as part of the new strategic plan and district reorganization. |
| 3 | RCTC Dean of CTE | Allison Mason | 5% | Postsecondary | 4/1/2025 | $8,059 | Basic | 10 | Administrative support |
| 4 | RCTC Perkins Coordinator | TBD | 100% | Postsecondary | 7/1/2025 | $117,000 | Basic | 10 | Perkins grant coordination |
| 5 | RCTC Grants Development Coordinator | Ren Olive | 10% | Postsecondary | 3/1/2025 | $11,790 | Basic | 10 | Provide coordinated support from the RCTC Grants Office, to assist with grant submission and reporting, etc. |
| 6 | CTE Career Services Coordinator | TBD | 100% | Postsecondary | 9/1/2025 | $91,000 | Basic | 10 | Hawthorne student support; Prep class coordination; CTE Internship Coordination; Focus2Career/Focus2College; Placement support |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |
| 16 | | | | | | | | | |
| 17 | | | | | | | | | |
| 18 | | | | | | | | | |
| 19 | | | | | | | | | |
| 20 | | | | | | | | | |

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

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _Rochester/ZED_

College: _RCTC_

College President's Name (Print): _Jeffery Boyd_

Signature _____ Date _4/25/25_

email: _____

Phone: _____

District Name: _Rochester Public Schools_

District Number/Type: _ISD 625_

Superintendent's Name – (Print): _Kent Pekel_

Revised February 2020

# MINNESOTA STATE
Career and Technical Education

# STATEMENT OF ASSURANCES & CERTIFICATIONS

Kent Pekel

Signature                                                    Date

email: Kent.pekel@rochesterschools.org    4/24/25

Phone: 507-328-4256

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: ROCHESTER / ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd

Signature: Jeff S. B                                    Date: 4/25/25

email: jeffery.boyd @ rctc.edu

Phone: 507-285-7215

District Name: Zumbro Education District

District Number/Type: #6012-61

Superintendent's Name – (Print): Patrick Gordon

Signature                                               Date: 4/25/25

email: pgordon @ zumbroed.org

Phone: 507 634 2037

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: ROCHESTER / ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd

Signature: Jeff S. B          Date: 4/25/25

email: jeffery.boyd@rcte.edu

Phone: 507-285-7215

District Name: Triton Public Schools

District Number/Type: 2125

Superintendent's Name – (Print): Craig Schlichting

Signature: _____          Date: 4-24-25

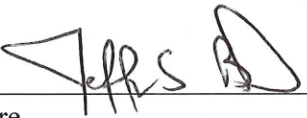email: schlich@triton.k12.mn.us
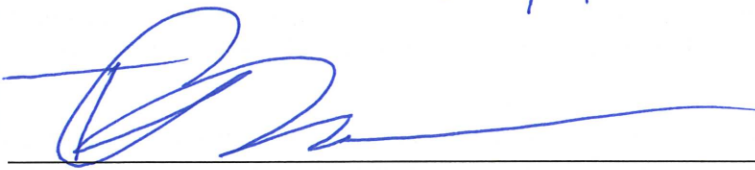
Phone: 507-418-7530

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: ROCHESTER / ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd

Signature: Jeff S. B          Date: 4/25/25

email: jeffery.boyd@rctc.edu

Phone: 507-285-7215

District Name: Stewartville Public Schools

District Number/Type: 0534-01

Superintendent's Name – (Print): Belinda Selfers

Signature: Belinda Selfen          Date: 04/24/2025

email: belinda.selfers@ssdtigers.org

Phone: 507-533-1439

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: ROCHESTER/ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd

Signature: Jeffs B                     Date: 4/29/25

email: Jeffery.boyd@rctc.edu

Phone: 507-285-7215

District Name: Pine Island Public Schools

District Number/Type: ISD 255

Superintendent's Name – (Print): TONYA CONSTANTINE

Signature:                     Date: 4/25/25

email: tonya.constantine@pineisland.k12.mn.us

Phone: 507.307-6892

*(Duplicate as needed)*

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

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

Consortium Name: ROCHESTER / ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd

Signature _____ Date 4/25/25

email: jeffery.boyd@rctc.edu

Phone: 507-285-7215

---

District Name: Kasson- Mantorville

District Number/Type: 204

Superintendent's Name – (Print): Ted Ihns

Signature: Ted _____ Date 4/24/25

email: t.ihns@komets.k.12.mn.us

Phone: 507-634-1100

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: ROCHESTER / ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd

Signature: _Jeff S. B_   Date: 4/28/25

email: jeffery.boyd @ rcte.edu

Phone: 507 - 285 - 7215

District Name: Hayfield Public Schools

District Number/Type: 203

Superintendent's Name – (Print): GREGG Slaathaug

Signature: _Gregg Slaathaug_   Date: 4/28/25

email: gslaathaug @ hayfield.k12.mn.us

Phone: 507 - 671 - 1557

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: ROCHESTER / ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd
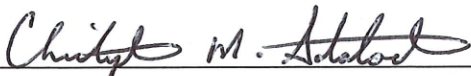
Signature _____  Date 4/29/25

email: jeffery.boyd@rctc.edu

Phone: 507-285-7215

District Name: Blooming Prairie Public Schools

District Number/Type: 0756 / 01

Superintendent's Name – (Print): Christopher M. Staloch

Signature _____  Date 4-23-2025

email: CStaloch@blossoms.K12.mn.us

Phone: (507) 381-5265

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: ROCHESTER / ZED

College: Rochester Comm + Tech College

College President's Name (Print): Jeffery Boyd

Signature _____  Date: 4/25/25

email: jeffery.boyd@rctc.edu

Phone: 507-285-7215

---

District Name: BYRON PUBLIC SCHOOLS

District Number/Type: # 531

Superintendent's Name – (Print): DR. MICHAEL NEUBECK

Signature _____  Date: 4-24-2025

email: MIKE.NEUBECK@BYRON.K12.MN.US

Phone: 507-775-2383

*(Duplicate as needed)*