MINNESOTA STATE
Career and Technical Education

DEPARTMENT OF EDUCATION

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:	South Central
Total Award Budget:	$652,352.37

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.

ISD242 Alden-Conger Public Schools	ISD507 Nicollet Public Schools
ISD2860 Blue Earth Area Public Schools	ISD2168 New Richland-Hartland-Ellendale-Geneva Public Schools
ISD836 Butterfield Odin Public Schools	ISD6049 Riverbend Education District
ISD391 Cleveland Public Schools	ISD84 Sleepy Eye Public Schools
ISD656 Faribault Public Schools	ISD75 St. Clair Public Schools
ISD2835 Janesville-Waldorf-Pemberton Public Schools	ISD840 St. James Public Schools
ISD2071 Lake Crystal Wellcome Memorial Public Schools	ISD508 St. Peter Public Schools
ISD2397 LeSueur-Henderson Public Schools	ISD2905 Tri-City United Public Schools
ISD837 Madelia Public Schools	ISD2134 United South Central Public Schools
ISD77 Mankato Area Public Schools	ISD829 Waseca Public Schools
ISD2135 Maple River Public Schools	ISD2143 Waterville-Elysian-Morristown Public Schools
ISD763 Medford Public Schools	South Central College
ISD6027 Minnesota Valley Education District	
ISD88 New Ulm Public Schools	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Health Science	Both	Y	Y	Y	419	128
Business Management & Administration: Finance	Both	Y	Y	Y	1774	71
Agriculture, Food, and Natural Resources	Both	Y	Y	Y	2253	31
Manufacturing	Both	Y	Y	Y	1175	81
Human Services: Education & Training	Both	N	Y	Y	1907	50
Business Management & Administration: Hospitality & Tourism	Both	N	Y	Y	1774	13

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

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

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

Expand CTE exploration and course options in our rural districts. Our CLNA results show rural districts are requesting expanded CTE exploration and course options to address key challenges in career preparation. These districts face significant barriers including low enrollment that prevents new program implementation, limited specialized staff to support career exploration, and insufficient local employer partnerships for work-based learning opportunities.

2. Strategies to address need:

Strategy 1: Provide support to rural districts for localized career exploration.

Strategy 2: Better communicate through a community of practice strategies for career exploration. **A career exploration activity is a process where individuals learn about different jobs and careers to discover what might be a good fit for them based on their interests, skills and values. It involves researching careers, gaining work experience, and developing a plan for future career goals.

Strategy 3: Continue to collaborate and communicate the Academy programming available to all districts.

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

Outcomes for Strategy 1:

- Increase in rural student participation in career exploration activities by 25% within one year
- 80% of rural districts implementing at least two new career exploration programs tailored to local workforce needs
- Documented partnerships between 90% of rural schools and at least five local businesses/employers through Future Forward

Outcomes for Strategy 2:

- Establishment of a functioning community of practice with representatives from 50% of districts
- Quarterly sharing of best practices with documented implementation of at least two shared strategies
- 85% of participating educators reporting improved knowledge of career exploration methods
- Creation of a google shared drive with at least 50 high-quality career exploration resources

Outcomes for Strategy 3:

- 80% of districts aware of all Academy programs as measured by administrator surveys
- 25% increase in district participation in Academy programs

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☒	4☐	5☐

Strengthen and expand industry partnerships that will support CTE programming. According to our CLNA, our districts are reporting barriers to connecting with local industry partners. They are asking for help in making connections that are meaningful to the students and employers.

2. Strategies to address need:

Strategy 1: Develop a structured industry partnership program with tiered engagement opportunities

- Create multiple entry points for business participation (guest speakers, workplace tours, equipment donations, curriculum advisors, internship providers)
- Maintain our regional Workforce Development Coordinator roles to build and strengthen relationships in local communities

Strategy 2: Create data-driven alignment between CTE curriculum and current industry needs

- Conduct biannual skills gap analysis with regional employers through our programmatic advisories
- Develop joint professional development opportunities for CTE instructors at industry sites
- Establish equipment and technology sharing agreements
- Enhance stackable credentials embedded within CTE programs

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

Outcomes for Strategy 1:

- Increase total number of active industry partners by 40%
- Achieve 90% retention rate of existing industry partners
- 25% increase in industry-sponsored student internship/work experience opportunities

Outcomes for Strategy 2:

- 80% of CTE pathways aligned with documented regional workforce needs (DEED, local workforce board, MDE, MnState, RealTime Talent)
- 50% of CTE instructors participating in industry-based professional development annually
- 30% increase in students earning industry-recognized credentials

4. Provide additional narrative to address the following:

   a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet but should not be listed as a State-recognized POS until all seven required elements are in place.

The Education Academy was announced in spring 2024 with a first semester of Fall 2024. This is a regional Academy model that was requested by our smaller districts who wanted to provide an opportunity for students to explore the teaching profession. The World of Teaching was successfully launched as a fall semester class with two districts, serving three students. The World of Teaching Advanced was offered spring semester with two districts, serving two students. More work will be done this summer to develop additional classes.

South Central College welcomed its first cohort of 8 students into its new Surgical Technology program. This program was established as a result of industry collaboration to support a gap in training opportunities throughout Southern Minnesota. Stackable credentials are currently in development as the college progresses towards establishment of a Sterile Processing Certificate, which will eventually be a required pre-requisite of the Surgical Technology program.

South Central College is in the initial stages of establishing an Electrical Technician program. This need was identified through communication from prospective students (via exploration events such as career fairs), SCC admissions staff, and conversation with industry partners and college staff/faculty. An environmental scan is currently in process where additional data will be identified to support the need. Funding to support the establishment of this program is identified within Narrative 11 (Reserve funding).

By addressing the unique needs of rural communities and fostering strong industry connections, the South Central consortium has established and maintained a responsive, future-ready CTE ecosystem that prepares all students for success in high-demand careers.

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

Secondary and postsecondary will continue to collaborate and utilize resources to ensure that students who represent special populations have the opportunity to participate in career exploration activities and CTE dual enrollment courses/pathways. While the South Central consortium strives to integrate students who represent special populations into exploration activities with their peers, there are opportunities to host separate events for certain student populations who may be more positively impacted in a setting that is structured differently. For example, this spring the consortium hosted a series of CTE exploration events for high school students on the autism spectrum, where they can explore and participate in activities in smaller groups and with less noise and distractions around them. Improved communication strategies to parents/guardians is essential to ensure awareness of the CTE opportunities their children (including students who represent Special Populations) have access to. This enhanced communication should also help to eliminate any stigmas surrounding career and technical education and provide information that will help families make informed decisions that best meet the academic and career goals of their students. On the secondary side,

consortium leadership will also connect with area ALC and ALP's to help support their CTE course offerings and ALL counselors to help them continue to understand the importance of CTE programming and to promote in their district.

<mark>Seven Career Exploration for All events were held in Spring 2025. South Central College and six industry partners hosted 128 students from eleven regional school districts.</mark>

<mark>By streamlining communication about available Academy programming, we will ensure all districts, regardless of size or location, are fully aware of CTE opportunities. This ongoing collaboration and outreach will result in more informed decision-making at the district level and expanded student participation.</mark>

At the postsecondary level, marketing and communication strategies will continue to prioritize including students who represent special populations. A free, online application process, various CTE educational award and certification options, and numerous student support services are in place to ensure student success. Support services include tutoring, engagement with social workers, individualized advising, and external resources that support both the academic and personal needs of the individual. Many CTE programs offer both short-term certificates or diplomas and two-year degree options, meeting the needs of SCC's diverse student needs and goals.

The Career Navigator program provides the opportunity for over 3,000 9th grade students, at 29 schools within 23 districts, to actively engage with CTE faculty and various industry partners, learning/discovering about a large variety of career fields and educational options. This event takes place over 10 Fridays between the months of November through March on both the SCC Faribault and North Mankato campuses. Events like this as well as other career exploration events that are supported throughout the year, such as Career Expo, Construct Tomorrow, CRAVE, Scrubs Camp, Construction Trades Boot Camp, <mark>Tour of Manufacturing</mark>, Transportation Works, Health Science Mobile Lab all require significant scheduling, coordination, and communication efforts to ensure a pleasant and meaningful experience for partner districts. This coordination is led by consortium leadership with the support of the Career Navigator Assistant who manages a significant portion of the event logistics, including specific needs of individual students that will support their participation. The Career Navigator Assistant (with the support of consortium leadership) will help to arrange interpreters for ELL students, to coordinate accommodations for students with physical or cognitive disabilities, etc. The Career Navigator Assistant also supports other career exploration events throughout the year, so South Central College is in the process of reviewing and modifying the position title (changing to Career Exploration Coordinator) and some responsibilities of the position. The current position description is attached to this application, and the modified description can be provided this summer once it has been finalized through the MN State position audit process.

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

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

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

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

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

Enhance soft skills training (including time management) within CTE curriculum.

2. Strategies to address need:

Strategy 1: Identify meaningful opportunities for our CTE students to interact with industry professionals.

Strategy 2: Evaluate CTE programs and identify soft skills training gaps.

South Central College students and faculty will increase usage of the college's LinkedIn Learning subscription, which provides access to dozens of articles, videos, and course certifications related to soft skills training. Instructors may also assign modules to students.

Strategy 3: Co-develop soft skills training components with industry partners to align with workforce expectations.

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

Outcomes for Strategy 1:
- 85% of CTE students engage with at least one industry professional per semester
- Increase internship participation by 15%
- Increase student participation on regional advisory committees by 25%

Outcomes for Strategy 2:

- LinkedIn Learning usage increase of 25% at the postsecondary level
- Participation in Skills for Success by districts will increase by 5%.

Outcomes for Strategy 3:
- Identify five key industry partners to participate in training development
- Develop at least three co-designed soft skills training modules

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.

Response:
The South Central WorkForce Council and MVAC staff participate in the Counselor's Community of Practice meetings hosted by the South Central Consortium. This partnership brings together area school counselors and MVAC youth counselors regularly to address the following:

- **Key professional development, growth, or problem-solving topic of interest as determined by the community**
- **Student support services and partnership opportunities**
- **Collaboration with the CareerForce System and their provider for youth services, Minnesota Valley Action Council (MVAC)**
- **Collaboration with Office of Career and College Success including curriculum, assessment, graduation, and programming requirement updates and student options opportunities including regional and Perkins initiatives, postsecondary options, and online and blended learning options including SOCRATES Online advisory work**
- **Round table discussion and sharing time**

Local workforce development boards, workforce agencies, chambers of commerce, and economic development agencies all support, and activity participate in a variety of career exploration events and activities. Examples include Career Navigator, Career Expo, Construct Tomorrow, <mark>Tour of Manufacturing</mark>, CRAVE, Scrubs Camp, Construction Trades Boot Camp, Transportation Works, Health Science Mobile Lab, and numerous local job fairs and mock job interviews hosted by local school districts.

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

Response: The South Central WorkForce Council (SCWC)provides insight and feedback for South Central consortium leadership, which is a blueprint for local CTE services. Heather Gleason, South Central WorkForce Council Executive Director, is part of the Perkins Advisory Board. The WorkForce Board and Youth Council provide input to the CLNA at various board meetings and through electronic surveys. The workforce council provides a Career Corner newsletter with information on the South Central region's high-skill, high-wage, or in-demand industry sectors. <mark>SCWC staff also coordinate and present on a number of in-demand topics for our regional high schools. These topics include Job Search Techniques, Workplace Skills, Interviewing, Career Exploration and Financial Literacy.</mark> In partnership with South Central

College, the SCWC hosts a regional career pathway meeting with employers to talk through trends and employer insights.

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

Response: The Uniquely Abled Academy (UAA) at South Central College (SCC) is a program designed to provide individuals with autism (and other unique abilities) the hands-on training and high-tech skills needed to prepare for a career as a computer numerical control (CNC) operator. Uniquely Abled Academies were developed nationally through The Uniquely Abled Project with significant funding from DEED VRS to support the seven students moving through the program this summer. Throughout FY24, with support from a CTE equity capacity-building grant, South Central College (in partnership with SCSC) was able to host an exploration experience for students with special needs throughout our region to explore what an experience like UAA might be like. <mark>In summer 2025, UAA training opportunities will expand to Print Press Operation.</mark>

Workforce Center Collaboration

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

	Workforce Center Collaboration	Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	10,000
3.	Postsecondary Subtotal	10,000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	22,000
6.	Secondary Subtotal	22,000
7.	TOTAL	32,000

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:	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☐
Improve performance indicators where needed. According to the Consortium Performance Report, dated February 28, 2025, during Grant Year 4 for both Secondary and Postsecondary, the actual performance percentages were at or above all State Determined Performance Levels (SDPL). However, the SDPLs are changing for Grant Year 5 which we need to keep an eye on in a few areas because our current performance is at or just under the projected 2025 SDPL. Indicators to keep an eye on for Secondary include 2S2, 5S3. Postsecondary will watch 1P1.					
2. **Strategies to address need:**					
Strategy 1: Provide professional development opportunities and promote interdisciplinary collaboration Strategy 2: Review student data with the Perkins Advisory Committee					
3. **Measurable Outcomes (report results in next APR):**					
Outcomes for Strategy 1: Increase district participation in Amped on Algebra and/or Geometry in Construction by one district, at the secondary level. Establish at least one formal opportunity for postsecondary faculty (both technical and general education) to engage in discussion regarding course objectives, strategies, and techniques. **Outcomes for Strategy 2:** Identify three strategies to improve our poorest performing indicators					

NEED B:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☒	3☐	4☐	5☐
Identify which academic and technical skills are in-demand by our industry partners.					
2. **Strategies to address need:**					

Strategy 1:
Gather feedback from advisory board members to determine relevant and evolving skill needs.

Strategy 2:
Create a repository to share information provided and identify assessments needed. A repository is a place for storing things. Our CLNA indicated that we need to do a better job of identifying which academic and technical skills are in-demand by our industry partners (see NEED B: Prioritized Need Identified in the CLNA....just above). Our two strategies to support this NEED are:
1. Gather feedback to determine relevant and evolving (changing) skills needs.
2. Once we have those assessments identified, the information and links (any information that would help to guide educators and support staff) will be added to the accessible repository - probably a Google document or a sheet so our secondary partners have access. The repository will be updated often to determine the best use of funds in relation to in-demand academic and technical skills. There is currently not a space where this type of resource is comprehensively housed.

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

Outcome for Strategy 1:
- Establish at least two new technical skill assessments within various programs of study

Outcome for Strategy 2:
- Organize and launch an organized digital repository

4. Provide additional narrative to address the following:
   a. How will your consortium improve both the academic and technical skills of students in CTE programs?
      - By strengthening the academic and career and technical components of such programs

Response: The South Central consortium is dedicated to enhancing the academic and technical prowess of students enrolled in CTE programs. Through a multifaceted approach, we aim to cultivate a learning environment that not only equips students with essential technical skills but also fosters their academic growth, preparing them for success in both higher education and the workforce. This can be measured by industry certifications such as Serv Safe, OSHA, and CNA. Our Consortium continues to look for opportunities to embed and make a connection to relevancy in math and reading skills into all CTE programs. There are professional development opportunities through workshops that are available to interested districts. Contextualized Learning Concepts offers workshops called Amped on Algebra and Geometry in Construction that will be paid for through our Perkins grant. During our Communities of Practice convenings, this has been a topic of conversation with Business, FCS, WBL teachers and Counselors.

Work-based learning opportunities provide students with real-world exposure, allowing them to apply their academic and technical knowledge in professional settings. These experiences not only enhance their technical competencies but also instill essential workplace skills such as communication, teamwork, and problem-solving. In partnership with a local chamber of commerce, Greater Mankato Growth, we are having active conversations around building the talent pipeline from secondary to postsecondary (workforce, higher education) and looking

<mark>for ways to make stronger connections for our secondary students. We are currently working on an asset map which will provide us with a picture of what's currently offered, and we'll look for gaps that we can work together to support and fill.</mark>

Postsecondary leadership would like to see at least three programs embed a new TSA or other industry recognized credential into their programming. Discussions to date have indicated that these programs will come from manufacturing, healthcare, and business program areas.

As mentioned above, in support of the CLNA, South Central College also utilizes LinkedIn Learning, which can provide specific, self-paced learning and instructional opportunities for both students and faculty.

  b.   Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
  c.   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)

Response: A key strategy to support the integration of rigorous academic content within CTE curricula is to intertwine core academic subjects such as mathematics, science, and language arts with technical instruction, providing students with a comprehensive educational experience. This approach not only reinforces academic concepts but also demonstrates their real-world applications, enhancing students' understanding and retention. One strategy to support this effort is to provide professional development opportunities for teachers and district leaders throughout the South Central consortium to learn how to, for example, connect math and skilled trades. Success here will increase our math scores for CTE students.

A collaborative effort with a similar concept is in initial discussion phases at the postsecondary level. Specific strategies will be discussed in depth over the summer months with academic leadership.

Narrative 5: Special Populations

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☒	2☐	3☐	4☐	5☐
Increase Secondary and Postsecondary Non-traditional Program Concentration					
2. Strategies to address need:					
Strategy 1: Implement targeted recruitment and outreach campaigns • Develop marketing materials featuring successful nontraditional students as role models • Host specialized open houses and exploration events for nontraditional students • Partner with middle schools for early exposure to nontraditional career paths **Strategy 2: Address systemic barriers and build inclusive program cultures** • Enhance faculty training on inclusive teaching practices and unconscious bias • Review and revise curriculum and materials to ensure diverse representation • Implement flexible scheduling options to accommodate various life circumstances					
3. Measurable Outcomes (report results in next APR):					
Outcomes for Strategy 1: • 35% increase in nontraditional student applications within one year • 10% increase of nontraditional students reporting that recruitment materials influenced their decision • 25% increase in middle school students expressing interest in nontraditional pathways • 90% awareness of nontraditional opportunities among target student populations **Outcomes for Strategy 2:** • 30% improvement in nontraditional student retention rates • 85% of nontraditional students reporting a sense of belonging in their program • 75% of nontraditional students successfully matched with relevant mentors • 40% increase in nontraditional students' professional network connections					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐	5☒

Provide career exploration for ALL students. There are a variety of barriers that may hinder a student's ability to fully participate in career exploration activities and ensure that it is a meaningful experience. These barriers may include language, environmental factors (noise, lights, large crowds), physical limitations, etc. Targeted students include but are not limited to students who attend an ALC, students who are on an IEP, students who are served within special education, students who have been identified as not attending large group career exploration events and activities, and students who thrive in a smaller group setting. These students are identified with the assistance of district staff.

2. Strategies to address need:

Strategy 1: Develop partnerships with Special Education Coordinators and ALC's

- Ensure partners have access to a career interest platform, for example, MCIS
- Provide career exploration tours with local industry partners and South Central College
- Provide postsecondary information such as Uniquely Abled Academy to all attendees

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

Outcomes for Strategy 1:

- Add 3 new district partners for our yearly Career Exploration for All events
- Increase industry partnerships by 2

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

Response: Addressing these barriers starts with identifying the barriers. Identification can be done most efficiently through Communities of Practice, specifically the Counselor community of practice meeting, which is hosted three times a year. District counselors and other support staff see ALL students, not just CTE students, and can provide feedback on who's missing out on opportunities. This is how consortium leadership were able to identify that special education students were not participating in large career exploration events.

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

Response: Consortium leadership will continue to work with industry partners to identify in-demand occupations that can be filled with students with a variety of special skills. A great example of this is the Uniquely Abled Academy which trains the industry partner and faculty how to work with students with special abilities. Our initiative to make these connections at the secondary level is called Career Exploration for All.

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

Response: Access for working adults continues to be a challenge with conflicting work and family schedules and responsibilities. Postsecondary CTE programs need to continue to evaluate the days, times, and delivery methods of their course offerings to better accommodate the needs of the students who are or desire to move through CTE programs. In FY25, in alignment with the MN State Guided Learning Pathways initiative, South Central College will implement a master course schedule. This scheduling process will focus on the needs of the student, eliminate course conflicts, and increase retention and completion rates throughout our CTE programs. As a relatively new initiative, the Health Science mobile lab will continue to provide exposure of the wide variety of health science careers. A key component of the mobile lab is not just the equipment, but also the individuals facilitating the activities and lessons. It is essential for event organizers (Perkins leadership and support staff) to encourage the involvement of non-traditional educators and industry partners, so students can see themselves in careers that have been traditionally dominant for specific populations.

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

Response: Communicating the importance of having all students participate in regional and local career exploration events and activities is essential to ensure students who represent special populations are reached. The South Central consortium has and will continue to provide resources for districts when their students need extra support such as translators, additional chaperones/paraprofessionals, materials for blind and hard-of-hearing students, etc.

Narrative 6: Work-Based Learning

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

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

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☒	4☐	5☐
Expand Work Based Learning and industry connections.					
2. **Strategies to address need:**					
Strategy 1: Develop a tiered work-based learning continuum with multiple entry points • Create structured progression from job shadowing to internships to apprenticeships • Establish flexible scheduling options (summer, after-school, embedded school day) to accommodate diverse student needs • Continue to investigate and pilot WBL platforms for increased efficiency **Strategy 2: Build a comprehensive industry partnership network across diverse sectors** • Create an industry partnership council with representation from high-demand sectors • Establish a streamlined process for businesses to engage in work-based learning initiatives • Develop industry-specific training for workplace mentors and supervisors • Enhance usage of the Future Forward platform					
3. **Measurable Outcomes (report results in next APR):**					
Outcomes for Strategy 1: • 50% of districts participating in at least one work-based learning experience before graduation • 30% increase in work-based learning participation among underrepresented student groups **Outcomes for Strategy 2:** • 25% increase in industry partners participation in Future Forward • 25% increase in secondary usage of Future Forward					

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.

Response: At the secondary level, the number of work-based learning teachers and coordinators has increased and has provided many opportunities for students throughout the consortium. The 5S3 performance indicator is solid and has been growing over the previous three years. Current opportunities in WBL for teachers and coordinators include participating in the WBL Community of Practice. This CoP is very well attended, led by teachers, and has created marketing materials for both special and regular education programs, a curriculum that can be shared across the region, and a variety of professional development opportunities including the ACTE Work Based Learning spring conference. The WBL CoP has become well known across the state with frequent requests to attend the CoP or schedule a 1:1 meeting to learn more. The WBL CoP is currently working on updating curriculum together and sharing resources with each other through a shared drive. This is helpful for new teachers and coordinators to be able to access a starting point. These resources are also helpful for teachers and coordinators who have been in the role for a while and need a fresh perspective. Our WBL CoP is made up of teachers and coordinators from regular and special education which allows for rich conversation and a sense of connection for all students.

At the postsecondary level, CTE programs will continue to expand work-based learning opportunities. These efforts are supported by and in collaboration with SCC's Office of Strategic Partnerships. These opportunities include apprenticeships, internships/externships, job shadowing, service learning, etc.

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.

Response: By leveraging relationships with local workforce boards, chambers of commerce, economic development agencies, and large employers, the South Central consortium is poised to expand partnerships throughout the region. We actively engage our community partners and employers in all of our career exploration opportunities. Without them, we would not be able to host such amazing events. They are included on the planning activities and implementation – they not only supply human talent to our events but also bring in the relevancy of local careers that is needed for our students to make a connection to what they're learning in school to the real world.

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

Response: Funds will be leveraged to provide additional professional development opportunities for our teachers and coordinators. Consortium leadership will also continue to facilitate a WBL Community of Practice where teachers and coordinators share best practices,

resources, curriculum, and industry connections. This has proven to be a strong resource for consortium districts.

Postsecondary funding will continue to partially support an Employment Services & Partnership Coordinator who supports the development, implementation, and evaluation of employer partnerships to provide enhanced internship and work-based learning opportunities for the college.

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☒	4☐	5☐
Find more ways to offer college credit through PSEO, Concurrent Enrollment, and Articulated College Credit.					
2. Strategies to address need:					
Strategy 1: Develop flexible and innovative delivery models for college credit courses • Create multi-modal course structures with college faculty • Increase evening PSEO options • Increase regional hub locations for specialized courses serving multiple districts • Increase early college high school models within existing high schools **Strategy 2: Enhance Credit for Prior Learning (CPL) options** • Identify CPL opportunities within CTE pathways • Increase CPL assessment options across CTE programs					
3. Measurable Outcomes (report results in next APR):					
Outcomes for Strategy 1: • 15% increase in students participating in dual enrollment • 90% retention rate of teachers in concurrent enrollment programs **Outcomes for Strategy 2:** • 30% increase in CPL assessment options across CTE programs					

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

1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☒	3☐	4☐	5☐

Continue shaping H2C (High School to College) programming. This includes modifications needed to current programming as well as expanding programming and pathway development.

2. **Strategies to address need:**

Strategy 1: Develop business education pathway program

Strategy 2: Identify opportunities for improvement in current pathway programming.

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

Outcome for Strategy 1: Pilot one business education pathway program

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?

Response: The High STEP Health Science Academy provides students with the opportunity to earn college credit by taking health science courses, such as Medical Terminology, and participating in industry-led experiences to prepare them for healthcare careers. High Step Health Science Academy is offered at 13 local schools. Similar programming was implemented in the SourceCode Information Technology Academy which prepares students for IT careers. An Education Career Academy has launched and will be available for enrollment Fall 2024. This academy model supports our rural districts, allowing for students in districts with smaller enrollments and limited resources to earn college credit via dual enrollment at or near their high school. Dual enrollment CTE pathways provide students with more streamlined program completion options, work-based learning opportunities, and certification options.

The H2C (High School to College and Career) pathway program partnership with Faribault High School is in its third year. Health Science and MEC (Manufacturing, Engineering, and Construction) pathways have been established with opportunities for students to earn college credit via concurrent enrollment and traditional PSEO. The geographic advantage that SCC has with FHS decreases some of the transportation and access barriers for students participating in dual enrollment.

The South Central consortium will continue to develop and maintain multiple articulation agreements with school districts throughout the region. Although the operational costs of

Articulated College Credit (ACC) have increased, both secondary and postsecondary participants appreciate the opportunity to engage with one another at regional ACC meetings, held in a hybrid format on the South Central College campus. Articulated credit options and processes need to be better communicated to students and families, however, the number of students who utilize the credit earned in a specific program of study at SCC is quite low. Strategies to combat these low numbers are currently in development and the consortium will continue to analyze usage data to determine future sustainability.

South Central College is in the midst of developing its institutional application for NACEP (National Alliance of Concurrent Enrollment Partnerships) reaccreditation. Successful completion of this process will award continued accreditation status through the FY33 academic year.

Additionally, postsecondary funding will continue to partially support the Dual Enrollment Pathways/Transitions Coordinator. Most of SCC's dual enrollment options (including all concurrent enrollment options) are in or support technical programs. The DEPTC provides comprehensive support in all aspects of dual enrollment development, maintenance, and program compliance. This position also provides support as students matriculate to South Central College after high school.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.
1234

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

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

Continue to offer professional development opportunities. This will include a continued focus on our Communities of Practice for Counselors and CTE Teachers. This should also include joint professional development between secondary and post-secondary teaching professionals. THIS WAS COPIED FROM OUR CLNA.

2. Strategies to address need:

Strategy 1: Enhance Communities of Practice

- Implement structured meeting schedules with facilitated collaboration time
- Develop peer observation and feedback protocols within communities
- Create digital repositories for sharing resources and best practices
- Establish mentorship pairings between experienced and new professionals

Strategy 2: Build robust secondary and post-secondary collaborative professional development

- Create joint teaching teams across secondary and postsecondary institutions
- Enhance communication regarding CTE professional development opportunities
- Develop shared curriculum planning sessions with aligned standards

Strategy 3: Personalize professional growth through differentiated learning pathways

- Implement microcredential programs aligned to career pathway needs
- Create industry externship opportunities for educators

.

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

Outcomes for Strategy 1:

- Increase the number of counselors and CTE teachers actively participating in Communities of Practice by 50%
- Add 1 postsecondary partner to each COP
- 30% increase in resource sharing and collaborative problem-solving

Outcomes for Strategy 2:

- 20% increase in curricular alignment between secondary and postsecondary programs
- 20% increase in CTE professional development participation

Outcomes for Strategy 3:

- 30% increase in implementation of industry-informed instructional practices
- 85% of educators reporting that PD directly impacts their classroom effectiveness
- 10% increase of secondary educators participating in summer externship

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☒	5☐

Promote the Teacher Induction Program (TIP) to our new CTE Teachers. Find ways to make local connections for new and seasoned teachers. Directly from our survey: Partnerships, Collaboration, and Support.

2. Strategies to address need:

Strategy 1: Promote the opportunity to participate in TIP

- Identify new CTE teachers and share a welcome email with CTE TIP information

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

Outcomes for Strategy 1:

- Increase participation in CTE TIP by 10%

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.

Response: Districts throughout the region have reported the need for additional career and technical education professionals. The comprehensive local needs assessment confirms the need to continue to provide professional development opportunities for existing CTE professionals. The consortium must also continue to promote education as a viable option for our high school students to explore by creating PSEO options and other exploration opportunities. At the postsecondary level, students in various CTE programs are encouraged to engage with younger students at career exploration events. This experience provides postsecondary students with an opportunity to teach in their current program of study, perhaps creating a spark that enhances their desire to pursue a career in technical education.

Recruiting postsecondary educators continues to be a challenge for South Central College, with some career fields having more difficulty recruiting and retaining faculty than others. Although this challenge is not unique to South Central College, the effects of extended or failed instructor searches have had a significant impact on programming this year. Many of the postsecondary educators that are hired come in directly from industry and need significant training in andragogy, classroom management, and more generalized education best practices. CTE faculty have and will continue to be encouraged to provide their students with opportunities for them to teach and engage with other students (high school, first-year, prospective) and potentially embed a desire to pursue a career as a postsecondary (or secondary CTE) educator. Some CTE careers (such as Nursing and Mechatronics) offer professionals a higher wage to work in the field and it can be difficult to recruit faculty. The consortium will continue to research and implement, as appropriate, best practices to retain high-quality faculty.

Faculty that are hired receive extensive support from the college's Center for Teaching and Learning Excellence who are skilled and equipped to provide (in partnership with the academic dean and other faculty in the field) onboarding, training, and support for CTE educators coming in from business and industry. CTE program administrators (primarily academic deans) and Perkins leaders recognize the value that this department provides for incoming CTE educators and will support efforts to provide and enhance when needed, effective andragogical training.

Professional development continues to be a top priority for the South Central consortium. Some examples of professional development include Communities of Practice, ACTE Work Based Learning Conference, Everybody Works Conference, AFNR Summer Industry Tours, Teacher Externships, MAAE Conference, CareerForce Partner Training Day, ACTE Vision Conference, FACS to the MAX, CTE Works!, MBITE, MACTA, to name a few.

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.

Response: Some of the professional development opportunities that will continue to be supported include Communities of Practice for Counselors, FCS, Business, WBL, and Workforce Development Coordinators. In addition to the professional development opportunities listed above, our Consortium will continue to work with statewide resources to ensure any teacher interested in obtaining a CTE license has the resources they need.

Narrative 9: Performance Gaps

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1☒	2☐	3☐	4☐	5☐
Increase CTE participants and concentrators.					
2. Strategies to address need:					
Strategy 1: Implement early awareness and structured pathway exploration • Develop grade 7-9 exploratory CTE courses with hands-on components • Create CTE pathway "roadmaps" showing clear progression and outcomes • Implement CTE showcase events for students and families • Share best practices regarding the establishment of exploratory courses in the middle grades. **Strategy 2: Remove barriers to CTE participation and persistence** • Evaluate and adjust course scheduling to maximize accessibility • Implement early intervention protocols for struggling CTE students **Strategy 3: Enhance CTE program relevance and engagement** • Integrate project-based learning with authentic industry challenges • Develop clear connections between CTE pathways and high-demand careers by hosting student focus groups • Create culminating experiences showcasing student learning and achievement • Establish and promote student leadership opportunities within CTE programs. These opportunities could include establishing a seat on program advisory committees, increasing CTE student presence within Student Senate, increase the number of postsecondary students leading career exploration activities (for example, hosting Career Navigator sessions).					
3. Measurable Outcomes (report results in next APR):					
Outcomes for Strategy 1:					

- 10% increase in CTE course enrollment following exploratory experiences. WE WILL LOOK AT STUDENT ENROLLMENT IN CTE COURSES AND DETERMINE, BY LOOKING AT ENROLLMENT THE FOLLOWING YEAR, IF THE NUMBER OF STUDENTS HAS INCREASED. THAT WOULD PROVIDE US A PERCENTAGE OF INCREASED ENROLLMENT.
- 30% increase in parent/family attendance at CTE information events
- 10% of students who sample CTE courses continuing to full pathway participation

Outcomes for Strategy 2:

- 25% increase in participation from previously underrepresented student groups
- 40% retention rate of students from first CTE course to second CTE course

Outcomes for Strategy 3:

- 40% increase in students progressing from participants to concentrators
- 80% of students reporting connection between CTE coursework and career goals
- 70% of CTE programs incorporating authentic industry projects
- 90% of CTE concentrators demonstrating mastery of industry-relevant skills through industry recognized credentials

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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?

Response: Postsecondary disparities were most significantly identified within indicator 2P1: Earned Recognized Postsecondary Credential, with Alaska Native, Black or African American, and English Language Learner students experiencing the largest performance gaps. Some of these same populations, specifically Black or African American and English Language Learners, saw smaller performance gaps within the 3P1: Nontraditional Program Enrollment indicator.

On the secondary side, our Hispanic students are not becoming concentrators at a similar rate to black or white students. A few of our districts have received transportation funding to bring Spanish speaking students to South Central College's information sessions, presented in Spanish.

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

Response: The South Central consortium will continue to focus on math and reading proficiency, as indicated not only by our performance report but also within our CLNA. Work-based learning needs to continue to be a priority for secondary, with a focus on retention and completion on the postsecondary side. Maintaining efforts to provide professional development opportunities for our core and CTE teachers (both secondary and

postsecondary) to work together to see where their courses align and where they can bring each other into a shared classroom is essential for student success in virtually any CTE program. <mark>**We will continue to provide funding to support teachers and district leadership who want to incorporate math into their CTE courses and vice versa. This has proven successful with the MAPS district.**</mark>

At the postsecondary level, there will be specific focus for programs within IT, transportation, and education, as these career clusters have been identified as having the largest gaps within

We will continue to find ways to provide translation services from English to Spanish for our students. This will allow them to experience career exploration and CTE at higher rates.

Narrative 10: Consortium Governance

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

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

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☒	2☒	3☒	4☒	5☒
<mark>Marketing CTE and its benefits to students and communities needs to continue to be a priority. Throughout the CLNA, there is a connection to marketing CTE.</mark> <mark>For example, Page 7 element 2, Need A: "Increase dual credit opportunities which included Articulated College Credit, Concurrent Enrollment, PSEO" and Need B: "Increase shared CTE programming and exploration with our smaller districts. You can NOT achieve either need area without proper marketing.</mark> <mark>Here's another example. Element 3, Need A: "Expand CTE course options and exploration in our rural districts." Without marketing or communicating to counselors and teachers, the consortium will not be able to expand CTE course options and exploration.</mark> EXPLORATION REQUIRES SUB REIMBURSEMENTS AND TRANSPORTATION FUNDING.					
2. **Strategies to address need:**					
<mark>**Strategy 1: Student Success Storytelling Campaign**</mark> • Video Testimonial Series that will feature diverse CTE graduates sharing their success stories. WE WILL WORK WITH THE SERIES DEVELOPER TO ENSURE THEY ARE ACCESSIBLE. • <mark>Highlight various pathways including college enrollment, direct employment, military service and entrepreneurship</mark> • <mark>Focus on tangible outcomes: salary information, career advancement and quality of life benefits</mark>					

Strategy 2: Comprehensive Data-Driven Community Engagement

- ROI Information Campaign – Develop infographics highlighting CTE economic impact data: graduate salary comparisons, employment rates, stackable credential roadmaps
- Community Partnership Events – host quarterly "Future of Work" summits bringing together businesses, parents, and educators

Strategy 3: Interactive Online Exploration Tools

- Find a new use for the Career Navigator online platform which would allow students and parents to visualize different CTE paths and outcomes. This could be a good middle grades tool

- Promote the use of an interactive quiz helping students identify CTE programs matching their interest and strengths

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

- Increase community event attendance by 35% year-over-year
- Generate 50+ pieces of positive media coverage annually
- Improve comprehensive survey ratings on CTE awareness by 40%
- Increased website traffic for Career Navigator by 60%

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

Response: The South Central Consortium consists of 23 independent school districts, two cooperative education districts, the South Central Service Cooperative, and South Central College.

The Consortium Advisory Committee meets quarterly to review data, discuss needs, guide plan implementation, make financial decisions, and brainstorm creative solutions. It is a priority that the advisory board membership is composed of secondary staff, administrators, and educators from both rural and urban districts across the geographical region of the consortium and South Central College leadership. In FY26, Consortium leadership will be making a substantial effort to diversify the advisory committee, with increased membership of both secondary and postsecondary educators, as well as additional postsecondary staff and administrators.

One area of development for the South Central Perkins Advisory is to find a reasonable and fair way to rotate district membership. With as many secondary partners as we have, we need to identify a length of service per district, so more voices are at the table. ==This will be a priority for FY26.==

Along with consortium leadership, the Secondary Relations/Perkins Administrative Assistant is also partially supported with these funds.

Narrative 11: Reserve Funds

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

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

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

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐	5☒
Identify and develop logistical process improvements for the Health Science Mobile Lab to ensure ease of access for regional districts and college programs, as well as optimal safety and functionality of equipment, to enhance usage, longevity, and sustainability.					
Reserve Category: ☐ Performance Gaps ☒ Develop or Improve POS/CTE programs					
2. **Strategies to address need:**					
Strategy 1 Identify an easy, accessible registration system for secondary partners and college programs. **Strategy 2** Identify an easy-to-use check-out system for secondary partners and college programs. **Strategy 3** Identify a plan for checking the equipment back in for post-secondary staff to ensure the equipment is ready to use for the next district or college program.					
3. **Measurable Outcomes (report results in next APR):**					
Outcomes Assess the registration system put into place and determine user satisfaction and accuracy. If less than half of respondents are dissatisfied, find alternatives. Confirm that the registration and survey links are easily accessible. Verify that 100% of the equipment is checked back in by SCC Secondary Relations staff and is usable before next use.					

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

1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1☐	2☐	3☐	4☐	5☒

Our rural districts need help. Continue to find ways to make sure they are receiving access to regional CTE programming, tools, and equipment.

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

2. **Strategies to address need:**

1. Mobile CTE Labs and Equipment Sharing Programs

Rural districts often struggle with the high costs of specialized equipment and facilities. A mobile approach can help bridge this gap:

- Implement regional equipment sharing programs where multiple districts jointly invest in and share high-cost tools and technology. The 2025-26 school year will be the last for TEC Network.

- Create centralized "lending libraries" of specialized equipment that rural schools can borrow as needed for specific course modules.

2. Virtual and Hybrid CTE Programming

Technology can help overcome geographical barriers:

- Partner with local employers to provide supervised workplace learning opportunities that complement instruction
- Provide VR headsets and programming to support classroom instruction

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

Outcomes:
- Add 1 mobile lab to the existing Health Science Mobile Lab
  - https://www.mnscsc.org/services/health-science-mobile-lab
- Increase VR headsets in the region by 10%

4. Provide additional narrative to address the following:

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

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

Response: On the secondary side, we want to increase opportunities with the Mobile Health Lab, TEC Network, and the Big Ideas trailer for our Hispanic students and the middle grades. The programs of study impacted by this effort will include Health Science, AFNR, and Trade &

Industry. We will also make these opportunities available to our friends at the Alternative Learning Centers/Programs. In addition to continued support of the Health Science Mobile lab, we will look for another programmatic area to add one more option.

Postsecondary reserve funding will focus on improving the number of students (specifically, but not limited to, Black or African American and Hispanic males) earning postsecondary credentials. Strategies to close these performance gaps will be done in collaboration with secondary as we continue to develop and enhance CTE dual enrollment pathway programming.

South Central College is actively exploring opportunities for program development, specifically within CTE. Discussions to this point have specifically identified the need for an Electrical Technician program, which would originate on SCC's Faribault campus.

Perkins-Funded Positions

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

Required Documentation

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

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

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

Consortium Name:	South Central

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):

Survey results from Counselors, CTE educators, workforce development coordinators, secondary and postsecondary administrators, and regional partners.

Feedback from Perkins Advisory Members.

Feedback from Youth Council and Workforce Council Members which included industry partners.

Career Data from Real-time Talent

Communities of Practice: Counselors, Business, FCS, Ag, T&I, WBL teachers and coordinators.

SB3T Meetings which are attended by Greater Mankato Growth, Educational Talent Search, Workforce Development Coordinators and Work Based Learning Coordinators, South Central Workforce Council, South Central College, and Minnesota Valley Action Council.

Career Navigator surveys – presenters (faculty + industry partners), district representatives

Post-secondary course evaluations

Career Exploration for Special Education students survey results

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.

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[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
Kim Hermer Kim Mueller	Career Development Specialist, MAPS CTE Coordinator, South Central Service Coop	Work Based Learning – Teachers, Counselors, Students, Families
Honey Burg	Workforce Development Coordinator @ TCU, WEM, JWP	Students, Families, CTE Teachers, Administration
Gwenn Wolters	CTE Coordinator, South Central Service Coop	Perkins Advisory, District Leadership, Industry Partners through Advisories, Regional Counselors
Laura Attenberger	Vice President of Academic Affairs, South Central College	Perkins Advisory, South Central College Faculty, Leadership, Industry Partners
Sara Carrigan	Assistant Director, WorkForce Council	Youth Council and Adult Career Pathways, Industry Partners, Unified Local Youth Plan
Heather Gleason	Director, WorkForce Council	Labor Market Data
Jen Ford	Principal @ Medford	Principal, Perkins Advisory
Kevin Babcock	Superintendent @ TCU	Superintendent, Perkins Advisory
Steve Heil	Superintendent @ St. James	Superintendent, Perkins Advisory
Holle Spessard	Special Education Director @ SCSC	Special Education Districts (special populations), Perkins Advisory
Caleb Watson	Career Pathway Coordinator @ MAPS	Teachers, students, Perkins Advisory
Annette Engeldinger	Principal @ St. Peter	Principal, Perkins Advisory
Sam Cotton	Dean of Students @ Nicollet	Counselors, Students, Perkins Advisory
Jared Kegler	Business Teacher @ Faribault	Teachers, Students, Perkins Advisory
Pam Koenen	Ag Instructor @ Alden-Conger	Teachers, Students, Perkins Advisory
Eric Hudspith	Superintendent @ Waseca	Superintendent, Perkins Advisory
Jeff Bertrang	CTE Consultant	Superintendent, Teachers, Perkins Advisory
Glenn Morris	Director @ SCSC	Perkins Advisory
Jennifer Bye	Principal @ USC	Principal, Perkins Advisory
George Taylor	Dean of Business & Industry, SCC	Faculty, Students, Perkins Advisory
Scott Robinson	Trade & Industry Teacher @ St. Peter	Students, Teachers, Perkins Advisory

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A: Increase CTE participants and concentrators.

E1-Need B: Increase Post Program Placement (3S1)

E1-Need C: Increase Nontraditional Program Concentration (3P1)

E1-Need D: Continue to find ways to increase Academic Proficiency in Reading and Language Arts and Mathematics (2S1 & 2S2)

E1-Need E:

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

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

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

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

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

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

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

PRIORITIZED NEEDS
Element 2: Program Size, Scope, and Quality to meet the needs of all students
E2-Need A: Increase dual credit opportunities which include Articulated College Credit, Concurrent Enrollment, PSEO.
E2-Need B: Increase shared CTE programming and exploration with our smaller districts.
E2-Need C: Continue shaping H2C (High School to College) programming. This includes modifications needed to current programming as well as expanding programming and pathway development.
E2-Need D: Enhance soft skills training (including time management) within CTE curriculum.
E2-Need E

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

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

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

PRIORITIZED NEEDS Element 3: Progress towards implementation of CTE Programs of Study
E3-Need A: Expand CTE course options and exploration in our rural districts.
E3-Need B: Expand Work Based Learning and industry exposure.
E3-Need C: Find more ways to offer college credit through PSEO, Concurrent Enrollment, Articulated College Credit.
E3-Need D: Strengthen and expand industry partnerships that will support our CTE programming.
E3-Need E

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

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

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

PRIORITIZED NEEDS
Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups
E4-Need A: Continue to offer professional development opportunities. This will include a continued focus on our Communities of Practice for Counselors and CTE Teachers. This should also include joint professional development between secondary and post-secondary teaching professionals.
E4-Need B: Promote the Teacher Induction Program (TIP) to our new CTE Teachers. Find ways to make local connections for new and seasoned teachers. Directly from our survey: Partnerships, Collaboration, and Support.
E4-Need C: Better pay was rampant in our survey results. We need to continue to cover costs for sub-reimbursement so our CTE teachers can take advantage of workshops, communities of practice, and professional development.
E4-Need D: Public recognition of our teacher and student accomplishments in CTE.
E4-Need E: Enhance new instructor mentorship opportunities throughout postsecondary CTE.

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

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

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

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

E5-Need A: Our rural districts need help. Continue to find ways to make sure they are receiving access to regional CTE programming, tools, and equipment.
E5-Need B: The Career Exploration @ SCC for our special education students was a success during the 23-24 pilot year. This will be an activity that Perkins will continue to support.
E5-Need C: The Health Science Mobile Lab pilot was also a success and will be offered through Perkins next year.
E5-Need D
E5-Need E

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	$303,760.33	$64,239.31	$367,999.64
Postsecondary Allocation:	$220,113.42	$64,239.31	$284,352.73
Total Consortium Allocation:	$523,873.75	$128,478.62	$652,352.37

INSERTING ADDITIONAL ROWS

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

1. Right-click on the row number of a empty row in the section for which additional rows are needed.

2. From the popup menu, select "Copy"

3. Right-click the same row again

4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

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

1. Do NOT change any information in rows 1 - 3.

2. Cells highlighted in YELLOW require data entry.

3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.

4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

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

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

1. If the amount reported on the "Budget Over/Short" row is $0…your request is equal to your allocation. This is the goal--Congratulations!

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

3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of $0 yet to be allocated.

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

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
170 Non Instructional Support	Secondary Coordinator										$86,569.44	$86,569.44
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
100's Personnel/Salary	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$86,569.44	$86,569.44
210 FICA/Medicare											$8,410.75	$8,410.75
214 PERA (Public Employees Retirement Association)											$6,492.71	$6,492.71
220 Health Insurance											$23,588.32	$23,588.32
230 Life Insurance											$157.08	$157.08
240 Long Term Disability Insurance											$153.23	$153.23
251 Employer-Sponsored Health Reimbursement Arrangements (HRA)											$6,800.00	$6,800.00
270 Workers Comp/PLT											$560.72	$560.72
200's Personnel/Non-Salary	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,162.81	$46,162.81
304 Federal Subawards and Subcontracts - Amount over $25,000	Career Navigator Coordination		$28,500.00									$28,500.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	POS / Career Exploration		$38,000.00									$38,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Industry Recognized Credentials				$12,500.00							$12,500.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	ALC Support, Career Exploration					$11,000.00						$11,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	WBL Support, Professional Development						$11,500.00					$11,500.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	ACC (Coordination, Sub Reimbursements), Concurrent Enrollment							$17,500.00				$17,500.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Professional Development								$11,000.00			$11,000.00
320 Communication Services	Communication										$510.00	$510.00
366 Travel, Conventions and Conferences	Travel, Conferences										$8,830.06	$8,830.06
303 Federal Subawards and	Curriculum Updates, Professional Development									$7,500.00		$7,500.00
303 Federal Subawards and	Consortium Governance (Transportation, Sub Support)										$9,000.00	$9,000.00
300's Services/Subawards	SUBTOTAL	$0.00	$66,500.00	$0.00	$12,500.00	$11,000.00	$11,500.00	$17,500.00	$11,000.00	$7,500.00	$18,340.06	$155,840.06
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
400's Supplies/Material	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
500's Capital/Equipment	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$15,188.02	$15,188.02
2024-2025 Proposed Budget		$0.00	$66,500.00	$0.00	$12,500.00	$11,000.00	$11,500.00	$17,500.00	$11,000.00	$7,500.00	$166,260.33	$303,760.33

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

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
				$0.00
				$0.00
				$0.00
				$0.00
100's Personnel/Salary SUBTOTAL		$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
200's Personnel/Non-Salary SUBTOTAL		$0.00	$0.00	$0.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	District Time to support increasing math and reading levels	$18,100.21		$18,100.21
303 Federal Subawards and Subcontracts - Amount up to $25,000	Career Exploration connected to increasing math and reading levels	$17,930.31		$17,930.31
303 Federal Subawards and Subcontracts - Amount up to $25,000	Access to industry equipment	$25,000.00		$25,000.00
				$0.00
300's Services/Subawards SUBTOTAL		$61,030.52	$0.00	$61,030.52
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
400's Supplies/Materials SUBTOTAL		$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$0.00	$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$3,208.79
2024-2025 Proposed Budget		**$61,030.52**	**$0.00**	**$64,239.31**

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

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

SECONDARY Narrative for Perkins V Application

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

Funds will be allocated to cover personnel expenses toward a Career & Technical Education Coordinator who will serve as the Secondary Perkins Coordinator. The funds will cover the salary and employee benefits of the Coordinator and will be drawn from Narrative 10, Governance. The Coordinator will be responsible for continuing the work in the Region, as identified in the CLNA. It is essential to support the Coordinator to ensure the progress of the work.

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Narrative 2 $66500 Career Navigator Coordination, support and expand programs of study, continued Regional Career Exploration. CLNA feedback was strong in continuing career exploration events and activities from students to counselors to teachers and administration.
Our rural students need to have access to these opportunities.
Narrative 4 $12500 The CLNA response from CTE teachers and industry partners indicates the need for continued support of industry-recognized credentials for students in a variety of CTE programs. Industry-recognized credentials have shown to be a valuable tool for our students as they enter the workforce. From CNA to OSHA10, these credentials look great on a student's resume.
Narrative 5 $11000 Special Populations. After the very successful pilot of our Career Exploration @ South Central College in partnership with the Uniquely Abled Academy, we are now implementing this into our work as standard practice. This came through loud and clear on the CLNA from our Counselors and Special Education partners. We will also use these funds to support the career exploration activities of our ALC programs. Because ALL students should be exploring and digging into what they want to do after high school.
Narrative 6 $11,500 Work Based Learning is still a hot topic in our Region. Continued work will be done to connect our rural districts to career exploration, work experiences, and their local business and industry partners. Our CLNA indicated that this was lacking in some areas, as did our performance indicators. There is work being done in our Region that supports Workforce Development Coordinators and a Career Z Challenge grant through the DOE has shown that we have an identity crisis with WBL…..because no one knows what it is and we all call it something different.
Narrative 7 $17,500 Our CLNA told us that college credit is valuable from a wide variety of respondents. Similar to our identity crisis with Work Based

SECONDARY Narrative for Perkins V Application

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

*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

SECONDARY Narrative for Perkins V Application

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

Basic Indirect $16,331.96
Reserve Indirect $3208.79

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab).** *Narrative for* <u>*each expenditure*</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4)* <u>*need identified in CLNA addressed with the expenditure.*</u>

Our reserve funds will be used to support the TEC Network which provides industry relevant equipment and training for our rural districts, the Big Ideas Trailer and we will also use these funds to support career connected learning and how to connect our CTE and Core teachers to make learning more meaningful and relevant. A common thread in our Region's CLNA was career connected learning and how to provide access and opportunities for ALL of our students. Our rural districts are needing support.

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Perkins support	VPAA/Perkins Coordinator										$22,326.98	$22,326.98
Perkins support	Secondary Relations/Perkins Administrative Assistant										$45,081.30	$45,081.30
Perkins support	Career Navigator Assistant(Career Exploration Coordinator)		$38,077.15									$38,077.15
Faculty	Faculty time - Career Exploration Events		$3,000.00									$3,000.00
Perkins support	Dual Enrollment Pathways/Transitions Coordinator							$41,698.64				$41,698.64
Perkins support	Employer Engagement Coordinator						$23,423.68					$23,423.68
												$0.00
Personnel	SUBTOTAL	$0.00	$41,077.15	$0.00	$0.00	$0.00	$23,423.68	$41,698.64	$0.00	$0.00	$67,408.28	$173,607.75
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
Equipment	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Career Exploration	Career Navigator Program Expenses, other Career Exploration		$6,000.00									$6,000.00
Support for Programs of Study	Expenses to support POS		$6,000.00									$6,000.00
BL / WIOA	Support Appreticeship, Intern/Externship, other WBL & WIOA Partnerships			$1,500.00			$2,000.00					$3,500.00
Early College	CTE dual enrollment, Articulation support,							$3,000.00				$3,000.00
Professional Development	Support for CTE Professionals								$12,000.00			$12,000.00
Performance Gaps / Special Populations	1P1, 2P1, 3P1, strategies to support students; ASC DEI					$2,000.00				$1,000.00		$3,000.00
Integrated Acad/Tech Skills	Embed TSAs, industry recognized credentials				$2,000.00							$2,000.00
Non-Personnel	SUBTOTAL	$0.00	$12,000.00	$1,500.00	$2,000.00	$2,000.00	$2,000.00	$3,000.00	$12,000.00	$1,000.00	$0.00	$35,500.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$11,005.67	$11,005.67
2024-2025 Proposed Budget		$0.00	$53,077.15	$1,500.00	$2,000.00	$2,000.00	$25,423.68	$44,698.64	$12,000.00	$1,000.00	$78,413.95	$220,113.42

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

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
Faculty	Curriculum design and support for Health Science Mobile Lab		$5,000.00	$5,000.00
				$0.00
				$0.00
				$0.00
				$0.00
Personnel SUBTOTAL		$0.00	$5,000.00	$5,000.00
Health Science Mobile Lab Supplies / Small Equipment	Continued support and sustainability of the Health Science Mobile Lab		$5,000.00	$5,000.00
POS	Support a range of innovative initiatives designed to strengthen and modernize programs of study		$30,000.00	$30,000.00
				$0.00
				$0.00
				$0.00
Equipment SUBTOTAL		$0.00	$35,000.00	$35,000.00
Address Performance Gaps	Support strategies to increase concentrators earning a postsecondary credential	$5,000.00		$5,000.00
Address Performance Gaps	Collaborative efforts to develop and improve retention and completion within dual enrollment pathways	$6,000.00		$6,000.00
Electrician Program	Support the initial costs associated with establishing an Electrician program		$10,150.00	$10,150.00
				$0.00
				$0.00
Non-Personnel SUBTOTAL		$11,000.00	$10,150.00	$21,150.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$3,089.31
2024-2025 Proposed Budget		**$11,000.00**	**$50,150.00**	**$64,239.31**

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

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

POSTSECONDARY Narrative for Perkins V Application

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

(1)　　　Postsecondary Perkins Coordinator Salary and Benefits (2) $22,326.98 (3) Narrative 10 (4) Serves the Perkins consortium as postsecondary coordinator and Perkins advisory co-chair

(1)　　　Postsecondary Secondary Relations/Perkins Administrative Assistant Salary and Benefits - (2) $45,081.30 (3) Narrative 10 (4) Serves the administrative assistant to the Secondary Relations/Perkins office and provides significant support in the organization, record keeping, and budgetary maintenance of Perkins operations.

(1)　　　Career Navigator Assistant Salary and Benefits - (2) $38,077.15 (3) Narrative 2 (4) Serves the Perkins consortium as the coordinator for the Career Navigator program and other career navigation events organized by the South Central Perkins Consortium

(1)　　　Postsecondary Dual Enrollment Pathways/Transitions Coordinator Salary and Benefits - (2) $41,698.64 (3) Narrative 7 (4) Serves the Perkins consortium as a resource for students who are moving through and transitioning into CTE pathway programs via dual enrollment.

(1)　　　Postsecondary Employer Engagement Coordinator Salary and Benefits - (2) $23,423.68 (3) Narrative 6 (4) Supports postsecondary work-based learning opportunities

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

No postsecondary equipment expenditures are currently budgeted.

POSTSECONDARY Narrative for Perkins V Application

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

(1) Career Exploration (2) $6,000 (3) Narrative 2 (4) Support for expenses related to hosting Career Navigator program events and other career exploration experiences for students throughout the fiscal year. This budget item is supported through CLNA Element 5.

(1) Support for Programs of Study (2) $6,000 (3) Narrative 2 (4) Funding will be used to directly support South Central postsecondary programs of study and career exploration events, including Career Navigator. Perkins postsecondary leadership work collaboratively with program faculty to identify opportunities to support their programs. FY26 strategies will include the purchase of virtual reality resources and other innovative tools that will support learning spaces within postsecondary POS. This budget item will also support faculty duty days to support events that take place outside of faculty contract time. This budget item is supported through CLNA Element 1.

(1) WIOA (2) $1,500 (3) Narrative 3 (4) Supports WIOA partnership opportunities through regional workforce centers. This budget item is supported through CLNA Element 5.

(1) Integrated Academic/Technical Skills (2) $2,000 (3) Narrative 4 (4) Funds will support the integration of Technical Skill Assessments (TSAs) and This budget item is supported through CLNA Element 2.

(1) Special Populations (2) $2,000 (3) Narrative 5 (4) Students who represent special populations will be supported with resources (staff support, external speakers, translation services, etc.) and collaborative partnerships with SCC's Academic Support Center and Office of Diversity, Equity and Inclusion among other regional efforts to serve and provide opportunity for all students to explore, pursue, and succeed in career and technical education. This budget item is supported through CLNA Element 3.

(1) Work-based Learning (2) $2,000 (3) Narrative 6 (4) Funds will support work-based learning opportunities through apprenticeship, internship, externship, and other work
</td></tr>
</table>

<table>
<tr><td>Describe how your consortium plans to use your Perkins award on Federal and Nonpublic Indirect Cost (Administration). No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.</td></tr>
<tr><td>

Administrative/Indirect Costs (4-5%) $11,005.67 (basic) and $3,089.31 (reserve) - Narrative 10 and 11 - Supports consortium operations aligning with all five CLNA elements

</td></tr>
</table>

<table>
<tr><td>Describe how your consortium plans to use your Perkins award on Reserve expenditures (from Reserve tab). Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.</td></tr>
<tr><td>

(1) POS/CTE Programs (2) $5,000 (3) Narrative 2, 6, 7 (4) Expenses will support faculty compensation for curriculum development that will be used to support the Health Science Mobile Lab   (1) POS/CTE Programs (2) $30,000 (3) 2, 6, 7 (4) Expenses will support a range of innovative initiatives designed to strengthen and modernize programs of study, driving meaningful improvements in both the quality and relevance of postsecondary POS.

(1) POS/CTE Programs (2) $5,000 (3) Narrative 2, 6, 7 (4) Expenses will support additional equipment and supplies needed to maintain the Health Science Mobile Lab

(1) POS/CTE Programs (2) $10,175.86 (3) Narrative 2, 4, 6, 7 (4) Expenses will support the initial costs associated with establishing an Electrician program

</td></tr>
</table>

South Central		July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives		

DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs

Narrative 1: CLNA	Secondary	$0.00		$0.00
	Postsecondary		$0.00	$0.00
	Total	$0.00	$0.00	$0.00
Narrative 2: Programs of Study	Secondary	$66,500.00		$66,500.00
	Postsecondary		$53,077.15	$53,077.15
	Total	$66,500.00	$53,077.15	$119,577.15
Narrative 3: Partnerships WIOA, Etc.	Secondary	$0.00		$0.00
	Postsecondary		$1,500.00	$1,500.00
	Total	$0.00	$1,500.00	$1,500.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	$12,500.00		$12,500.00
	Postsecondary		$2,000.00	$2,000.00
	Total	$12,500.00	$2,000.00	$14,500.00
Narrative 5: Special Populations	Secondary	$11,000.00		$11,000.00
	Postsecondary		$2,000.00	$2,000.00
	Total	$11,000.00	$2,000.00	$13,000.00
Narrative 6: Work - Based Learning	Secondary	$11,500.00		$11,500.00
	Postsecondary		$25,423.68	$25,423.68
	Total	$11,500.00	$25,423.68	$36,923.68
Narrative 7: Early College	Secondary	$17,500.00		$17,500.00
	Postsecondary		$44,698.64	$44,698.64
	Total	$17,500.00	$44,698.64	$62,198.64
Narrative 8: Support for Professionals	Secondary	$11,000.00		$11,000.00
	Postsecondary		$12,000.00	$12,000.00
	Total	$11,000.00	$12,000.00	$23,000.00
Narrative 9: Performance Gaps	Secondary	$7,500.00		$7,500.00
	Postsecondary		$1,000.00	$1,000.00
	Total	$7,500.00	$1,000.00	$8,500.00
Narrative 10: Governance	Secondary	$166,260.33		$166,260.33
	Postsecondary		$78,413.95	$78,413.95
	Total	$166,260.33	$78,413.95	$244,674.28
Narrative 11: Reserve Funds	Secondary	$64,239.31		$64,239.31
	Postsecondary		$64,239.31	$64,239.31
	Total	$64,239.31	$64,239.31	$128,478.62
Indirect Cost/ Administration Chargeback (5%)	Secondary	$18,396.81		$18,396.81
	Postsecondary		$14,094.98	$14,094.98
	Total	$18,396.81	$14,094.98	$32,491.79
PLAN TOTALS	Secondary	$367,999.64		$367,999.64
	Postsecondary		$284,352.73	$284,352.73
	Total	$367,999.64	$284,352.73	$652,352.37

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$303,760.33	$64,239.31	$367,999.64
Budget Over/Short	$0.00	$0.00	$0.00
Postsecondary Allocation	$220,113.42	$64,239.31	$284,352.73
Budget Over/Short	$0.00	$0.00	$0.00

Completing the Program of Study Spreadsheet
July 1, 2025 - June 30, 2026 (FY26)
South Central

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

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

State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
South Central Consortium

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

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

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

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

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

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

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

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

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

x

[Insert "X" in the box to confirm]

Gwenn Wolters	Laura Attenberger
[Secondary Consortium Leader]	[Postsecondary Consortium Leader]

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

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

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

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

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

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

	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Manufacturing	Manufacturing	Business_Management_and_Administration	Business_Management_and_Administration
Career Pathway	Agribusiness_Systems	Agribusiness_Systems	Power_Structural_and_Technical_Systems	Power_Structural_and_Technical_Systems	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	General_Management	General_Management
High Schools & Approved CTE Programs (Table C)	(019901) Alden-Conger, Blue Earth Area, Faribault, Lake Crystal-Wellcome Memorial, LeSueur-Henderson, Maple River, New Ulm, Nicollet, NRHEG, Sleepy Eye, St. James, St. Peter, Waseca, Waterville-Elysian-Morristown		(019901) Alden-Conger, Cleveland, Lake Crystal-Wellcome Memorial, Madelia, Mankato, Maple River, Medford, New Ulm, Nicollet, NRHEG, Sleepy Eye, St. James, St. Peter, Tri-City United, United South Central, Waterville-Elysian-Morristown		(171000) Le Sueur-Henderson, Mankato, New Ulm, Waseca, Waterville-Elysian-Morristown (WEM) (171710) Janesville-Waldorf-Pemberton, Le Sueur-Henderson, Mankato, Tri-City United, Waseca		(140710) Blue Earth Area, Faribault, Lake Crystal-Wellcome Memorial, Madelia, Mankato, Maple River, NRHEG, Tri-City United, United South Central	
Postsecondary Partner Institutions	South_Central_College_004	Please Select...	South_Central_College_054	Please Select...	South_Central_College_041	Please Select...	South_Central_College_025	Please Select...
Postsecondary CTE Program #1	Agribusiness Sales, Service, and Management	Please Select...	Agriculture Service Technician	Please Select...	Machine Tool Technology	Please Select...	Business Management	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...	Mechatronics Engineering Technology	Please Select...	Business Transfer Pathway	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...	Mechatronics Industrial Maintenance	Please Select...		Please Select...
Dual Enrollment Opportunities	Yes		Yes		Yes		Yes	
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Cleveland, Faribault, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Mankato, Maple River, MN Valley Ed District, Nicollet, River Bend, St. Clair, St. Peter, Waseca (009090) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Madelia, Mankato, Medford, New Ulm, Sleepy Eye, St. James, St. Peter, Waseca (009095) Mankato (019090) Alden-Conger, Lake Crystal-Wellcome Memorial, Mankato, Maple River, Medford, Nicollet, Sleepy Eye, St. James, Tri-City United, United South Central		(000750) Cleveland, Faribault, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Mankato, Maple River, MN Valley Ed District, Nicollet, River Bend, St. Clair, St. Peter, Waseca 149090: Faribault, Janesville-Waldorf-Pemberton, Madelia, Mankato, Waseca (009090) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Madelia, Mankato, Medford, New Ulm, Sleepy Eye, St. James, St. Peter, Waseca (009095) Mankato (019090) Alden-Conger, Lake Crystal-Wellcome Memorial, Mankato, Maple River, Medford, Nicollet, Sleepy Eye, St. James, Tri-City United, United South Central		(000750) Cleveland, Faribault, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Mankato, Maple River, MN Valley Ed District, Nicollet, River Bend, St. Clair, St. Peter, Waseca (009090) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Madelia, Mankato, Medford, New Ulm, Sleepy Eye, St. James, St. Peter, Waseca (009095) Mankato		(000750) Cleveland, Faribault, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Mankato, Maple River, MN Valley Ed District, Nicollet, River Bend, St. Clair, St. Peter, Waseca (009090) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Madelia, Mankato, Medford, New Ulm, Sleepy Eye, St. James, St. Peter, Waseca (009095) Mankato (149090) Waseca	
Certification and Industry Recognized Credential	OSHA		OSHA		OSHA		Google Certification	
Recognized Postsecondary Credentials:								
Academic Award	Agribusiness AAS Degree; Agribusiness Office-Specialist/Manager AAS Degree; Agribusiness Sales, Service, and Management Diploma;	Ag Chemical Applicator Technician Certificate; Agronomy Certificate	Agriculture Service Technician AAS Degree Agriculture and Diesel Service Technician Diploma Agriculture Technician Diploma Agriculture Technician's Aide Diploma		Machine Tool Technology - Associate of Applied Science Degree (2 year); Machine Tool Technology Diploma (1 year); Machine Tool Technology Diploma (2 year)	Welding And Machining Technology Diploma; Machine Tool Technology Right Skills Now Certificate; Machine Tool Technology Foundations Certificate	Business Management AAS Degree	Business Transfer Pathway AS Degree
Work-based Learning	Internship		Internship		Internship	Apprenticeship	Internship	
Licensure, Certifications, and/or Industry Recognized Credentials					National Institute of Metalworking Skills (NIMS) certificates/Machining Level I	American Welding Society (AWS) Certificates		

South Central	State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7		State-Recognized POS 8	
Career Field	Human_Services	Human_Services	Health_Science_Technology	Health_Science_Technology	Business_Management_Administration	Business_Management_Administration		
Career Cluster	Education_and_Training	Education_and_Training	Health_Science	Health_Science	Hospitality_and_Tourism	Hospitality_and_Tourism		
Career Pathway	Teaching_Training	Teaching_Training	Therapeutic_Services	Therapeutic_Services	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services		
High Schools & Approved CTE Programs (Table C)	(090101) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wallcome Memorial, Le Sueur-Henderson, Mankato, New ulm, NRHEG, St. James, Tri-City United, United South Central, Waseca, Waterville-Elysian-Morristown		(070300) Blue Earth, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, LeSueur-Henderson, Madelia, Mankato, Maple River, NRHEG, St. Clair, St. Peter, Tri-City United, United South Central, Waseca		(090101) Blue Earth, Cleveland, Faribalt, Janesville-Waldorf-Pemberton, Lake Crystal-Wallcome Memorial, Le Sueur-Henderson, Mankato, New Ulm, NRHEG, St. James, St. Peter, Tri-City United, United South Central, Waseca, Waterville-Elysian-Morriston			
Postsecondary Partner Institutions	South_Central_College_071	Please Select...	South_Central_College_073	South_Central_College_073	South_Central_College_064	Please Select...		Please Select...
Postsecondary CTE Program #1	Early Childhood Education Transfer Pathway	Please Select...	Basic Nursing	Surgical Technology	Culinary Arts	Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...	Medical Assistant	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...	Nursing	Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities	Yes		Yes	Yes	Yes			
Recognized Secondary Credentials:								
Approved Work-based Learning Programs	(000750) Cleveland, Faribault, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Mankato, Maple River, MN Valley Ed District, Nicollet, River Bend, St. Clair, St. Peter, Waseca (009090) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Madelia, Mankato, Medford, New Ulm, Sleepy Eye, St. James, St. Peter, Waseca (009095) Mankato		(000750) Cleveland, Faribault, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Mankato, Maple River, MN Valley Ed District, Nicollet, River Bend, St. Clair, St. Peter, Waseca (009090) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Madelia, Mankato, Medford, New Ulm, Sleepy Eye, St. James, St. Peter, Waseca (009095) Mankato		(000750) Cleveland, Faribault, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Mankato, Maple River, MN Valley Ed District, Nicollet, River Bend, St. Clair, St. Peter, Waseca (009090) Blue Earth Area, Cleveland, Faribault, Janesville-Waldorf-Pemberton, Lake Crystal-Wellcome Memorial, Le Sueur-Henderson, Madelia, Mankato, Medford, New Ulm, Sleepy Eye, St. James, St. Peter, Waseca (009095) Mankato			
Certification and Industry Recognized Credential	Child Development Associate CDA (in discussion)		Certified Nursing Assistant, Emergency Medical Responder, First Aid/CPR		ServSafe			
Recognized Postsecondary Credentials:								
Academic Award	Early Childhood Education AAS Degree; Early Childhood Education Transfer Pathway AS Degree Early Childhood Education - Mental Health AAS Degree Early Childhood Education - Outdoor/Nature Studies AAS Degree	Early Childhood Education - Trauma Informed Practices AAS Degree Early Childhood Education Diploma Early Childhood Education Certificate	Nursing Assistant (Preparation for Certificate)		Culinary Arts AAS Degree Culinary Arts Diploma			
Work-based Learning	Internship		Clinical	Internship / Apprenticeship				
Licensure, Certifications, and/or Industry Recognized Credentials			Certified Nursing Assistant; Licensed Practical Nurse; Registered Nurse	Certified Medical Assistant				

South Central	State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field								
Career Cluster								
Career Pathway								
High Schools & Approved CTE Programs (Table C)								
Postsecondary Partner Institutions		Please Select…		Please Select…		Please Select…		Please Select…
Postsecondary CTE Program #1		Please Select…		Please Select…		Please Select…		Please Select…
Postsecondary CTE Program #2		Please Select…		Please Select…		Please Select…		Please Select…
Postsecondary CTE Program #3		Please Select…		Please Select…		Please Select…		Please Select…
Dual Enrollment Opportunities								
Recognized Secondary Credentials:								
Approved Work-based Learning Programs								
Certification and Industry Recognized Credential								
Recognized Postsecondary Credentials:								
Academic Award								
Work-based Learning								
Licensure, Certifications, and/or Industry Recognized Credentials								

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

South Central	POS 1		POS 2	
Career Field	Health_Science_Technology	Health_Science_Technology	Human_Services	Human_Services
Career Cluster	Health_Science	Health_Science	Education_and_Training	Education_and_Training
Career Pathway	Therapeutic_Services	Therapeutic_Services	Teaching_Training	Teaching_Training
High Schools & Approved CTE Programs (Table C)	Cleveland, JWP, LCWM, LSH, Madelia, Mankato, Maple River, NRHEG, St. Clair, St. Peter, TCU, USC, Waseca 070300		BEA, JWP, LSH, St. James, TCU, Faribault, LCWM, Mankato, NRHEG, USC, Waseca, WEM 090101	
Postsecondary Partner Institutions	South_Central_College_073	Please Select...	South_Central_College_071	
Postsecondary CTE Program #1	Basic Nursing	Please Select...	Early Childhood Education Transfer Pathway	Please Select...
Postsecondary CTE Program #2	Medical Assistant	Please Select...		Please Select...
Postsecondary CTE Program #3	Nursing	Please Select...		Please Select...
State-Recognized	Yes			
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

South Central	POS 3		POS 4	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Manufacturing	Manufacturing	STEM	STEM
Career Pathway	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Engineering_and_Technology	Engineering_and_Technology
High Schools & Approved CTE Programs (Table C)	JWP, Mankato, Waseca, TCU 171710		JWP, Mankato, Waseca TCU 171710	
Postsecondary Partner Institutions	South_Central_College_041	Please Select...	South_Central_College_019	Please Select...
Postsecondary CTE Program #1	Machine Tool Technology	Please Select...	Engineering Foundations	Please Select...
Postsecondary CTE Program #2	Mechatronics Engineering Technology	Please Select...	Engineering Foundations	Please Select...
Postsecondary CTE Program #3	Mechatronics Industrial Maintenance	Please Select...	Engineering Foundations	Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

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

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

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

DESCRIPTION / MANUFACTURER & MODEL	OWNER / DEPT NBR U-CODE	DEPARTMENT NAME / ASSET HOLDER	PHYSICAL INV. DATE / AMOUNT	BLDG / LOAN DEPT	ROOM / DESCRIPTION	CAMPUS
Arm Blood Pressure Trainer	384142	Reallocate Reserve PK	4/28/2015	NM	C123	NM
Laerdal 375-40750	3381	Cristen Cox	$1, 149.30	50765	1 of 2	
Arm Blood Pressure Trainer	384142	Reallocate Reserve PK	4/28/2015	NM	C123	NM
Laerdal 375-40750	3288	Cristen Cox	$1, 149.30	50765	2 of 2	
ACER 1440V E-Lathe	385144	FY14 Continuum-Equipment	7/1/2015	NM	A147	NM
ACER E Lathe 14	N13110609	Chris Devries	$11, 575.00	48573	1 of 1	
Transm Fluid Flusher	385144	FY14 Continuum-Equipment	8/24/2015	NM	A111	NM
Flo Dynamics TSDPS735	FLO0037145	Dick Stelten	$3,815.57	50762	1 of 1	
Aluminum Repair Station	385154	PK Continuum of Service	8/24/2015	NM	A100	NM
Dent Fix DF-900 ALU	1307	Jay Winters	$5,727.85	50767	1 of 1	
Stat Fax 4700	385154	PK Continuum of Service	7/5/2016	NM	C123	NM
Stat Fax 4700	4700-1597	Stacy Hohenstein	$2,559.48	53047	1 of 2	
Stat Fax 4700	385154	PK Continuum of Service	7/5/2016	FB	C123	FB
Stat Fax 4700	4700-2389	Stacy Hohenstein	$2,559.48	53047	2 of 2	
Move Up 20 Jib	385154	PK Continuum of Service	8/26/2016	NM	C178A	NM
Benro Move Up 20	MV00259	Wes Taylor	$1,225.98	53007C	1 of 4	
Move Up 20 Jib	385154	PK Continuum of Service	8/26/2016	NM	C178A	NM
Benro Move Up 20	MY00253	Wes Taylor	$1,225.98	53007	2 of 4	
Move Over 12	385154	PK Continuum of Service	8/26/2016	NM	C178A	NM
Benro Move Over 12	Perkins	Wes Taylor	$1,267.88	53007	3 of 4	
Move Over 12	385154	PK Continuum of Service	8/26/2016	NM	C178A	NM
Benro Move Over 12	Perkins	Wes Taylor	$1,267.88	53007C	4 of 4	
Chemistry Analyzer	385164	PK Continuum of Service	6/9/2016	NM	C123	NM
Point 180 1900	1907-3708	Stacy Hohenstein	$3,421.40	53039	1 of 2	
Chemistry Analyzer	385164	PK Continuum of Service	6/9/2016	NM	C123	NM
Point 180 1900	1907-3707	Stacy Hohenstein	$3,421.40	53039	2 of 2	
Otoscopes (4 - $209.71 ea.)	PS Perkins	Perkins	4/24/2019	TBD	1 of 1	NM
McKesson Medical	385194	Jeannie Meidlinger (Cristen High)	$838.84	MA	D180	
Dissectible Muscled Arm Anatomy Model (ASC)	P0119784	Perkins - Special Pops	5/6/2019	NM	1 of 1	NM
Anatomy Warehouse	385193	J. Meidlinger (Ann Dirkson)	$500.00	ASC	C129	
Charger: Desk Unit with Handles	PS Perkins	Perkins	5/7/2019	TBD	1 of 1	NM
McKesson Medical	385196	J. Meidlinger (Cristen High)	$493.15	MA	D180	
Baby Infantometer Height Ruler Measuring Mat (4 @ $39.94 ea.)	PS Perkins	Perkins	4/13/2020	NM	1 of 1	NM
Med Source Direct (Amazon)	385201	Laura Attenberger (Cristen High)	$159.76	MA	D180	
Digital Baby/Pet Scale w/Hold Function (2 @ $54.99 ea.)	PS Perkins	Perkins	4/13/2020	NM	1 of 1	NM
Homeimage	385201	Laura Attenberger (Cristen High)	$109.98	MA	D180	
Infant Dark Skin CPR-AED Training Manikin (with CPR Monitor)	PS Perkins	Perkins	4/13/2020	NM	1 of 1	NM
Prestan	385201	Laura Attenberger (Cristen High)	$129.66	MA	D180	
Infant CPR-AED Manikin2/ Heart Rate Monitor, Med. Skin (3 @ $129.66 ea.)	PS Perkins	Perkins	4/13/2020	NM	1 of 1	NM
Prestan	385201	Laura Attenberger (Cristen High)	$388.98	MA	D180	
Infant CPR-AED Training Manikin Med. Skin (w/out CPRMonitor) (2 @ $129.66 ea.)	PS Perkins	Perkins	4/13/2020	NM	1 of 1	NM
Prestan	385201	Laura Attenberger (Cristen High)	$227.18	MA	D180	
Protective Baby Scale Carrying Case (2 @ $69.95 ea.)	PS Perkins	Perkins	4/13/2020	NM	1 of 1	NM
Hopkins Medical Products	385201	Laura Attenberger (Cristen High)	$139.90	MA	D180	
Geriatric Simulator	Perkins Reallocation	Perkins	4/20/2023	NM	1-4 of 4	NM
RealityWorks	384222	Health Science Mobile Lab	$9,897	SRO		
Walkers	Perkins Reallocation	Perkins	4/20/2023	NM	1-2 of 2	NM
RealityWorks	Secondary	Health Science Mobile Lab	$29,999 (package)	SRO		
Healthcare Interpersonal Skills Program	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Large Injection Pads	Perkins Reallocation	Perkins		NM	1-10 of 10	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
AED Trainer	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Adult Nursing Manikin	Perkins Reallocation	Perkins		NM	1 of 1	NM

RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Pediatric Nursing Manikin	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Infant CPR Manikin	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Bandaging and Wound Care Simulator	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
ECG Simulator	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Soft Skills Program for Caring for Patients with Intellectual Disabilities, Mental illness, or PSTD	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Medical Assistant Scenario Cards	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
RealCare Geriatric Simulator	Perkins Reallocation	Perkins		NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab		SRO		
Infant Vital Signs Trainer	Perkins Reallocation	Perkins	4/20/2023	NM	1 of 1	NM
RealityWorks	Secondary	Health Science Mobile Lab	$2,400.00	SRO		
Blood Pressure Simulator	Perkins Reallocation	Perkins	4/7/2023	NM	1 of 1	NM
RealityWorks	385221	Health Science Mobile Lab	$1,249.00	SRO		
Venipuncture and IV Hand Trainers	Perkins Reallocation	Perkins	5/30/2023	NM	1 of 1	NM
Teleflex	385221	Health Science Mobile Lab	$673.87	SRO		
Geriatric Sensory Impairment Kit	Perkins Reallocation	Perkins	4/7/2023	NM	1 of 1	NM
RealityWorks	385221	Health Science Mobile Lab	$659.00	SRO		
Stethoscopes	Perkins Reallocation	Perkins	4/17/2023	NM	1-10 of 10	NM
RealityWorks	385221	Health Science Mobile Lab	$365.00	SRO		
Adult Choking Manikin	Perkins Reallocation	Perkins	5/15/2023	NM	1 of 1	NM
Pocket Nurse	385221	Health Science Mobile Lab	$483.95	SRO		
Ear and Eye Disease Trainer	Perkins Reallocation	Perkins	4/19/2023	NM	1 of 1	NM
Nasco Healthcare	385221	Health Science Mobile Lab	$4,400.00	SRO		
Vein Light	Perkins Reallocation	Perkins	4/17/2023	NM	1-2 of 2	NM
Pocket Nurse	385221	Health Science Mobile Lab	$1,373.98	SRO		
Otoscope	Perkins Reallocation	Perkins	4/17/2023	NM	1-2 of 2	NM
Pocket Nurse	385221	Health Science Mobile Lab	$189.98	SRO		
Doppler	Perkins Reallocation	Perkins	4/17/2023	NM	1-2 of 2	NM
Pocket Nurse	385221	Health Science Mobile Lab	$619.98	SRO		
Glow Germ Kits	Perkins Reallocation	Perkins	4/17/2023	NM	1-4 of 4	NM
Pocket Nurse	385221	Health Science Mobile Lab	$337.96	SRO		
Pulse Oximeter	Perkins Reallocation	Perkins	4/17/2023	NM	1-10 of 10	NM
Pocket Nurse	385221	Health Science Mobile Lab	$249.90	SRO		
Procedure Chair	Perkins Reallocation	Perkins	5/3/2023	NM	1 of 1	NM
Amazon	385221	Health Science Mobile Lab	$745.68	SRO		
Dental Chair manikin	Perkins Reallocation	Perkins	5/23/2023	NM	1 of 1	NM
Nasco Healthcare	385221	Health Science Mobile Lab	$1,780.95	SRO		
Wheelchair	Perkins Reallocation	Perkins	5/15/2023	NM	1-2 of 2	NM
Pocket Nurse	385221	Health Science Mobile Lab	$599.98	SRO		
Taylor percussion Hammer	Perkins Reallocation	Perkins	5/8/2023	NM	1-10 of 10	NM
Nasco Healthcare	385221	Health Science Mobile Lab	$33.90	SRO		
3-Dmed	Perkins Reallocation	Perkins	4/26/2023	NM	1 of 1	NM
3-Dmed	385221	Health Science Mobile Lab	$3,650.00	SRO		
3-Dmed Tray of Organs	Perkins Reserve	Perkins	10/21/2023	NM	1 of 1	NM
3-Dmed	384231	Health Science Mobile Lab	$1,065.00	SRO		
3-Dmed Playground Game	Perkins Reserve	Perkins	10/21/2023	NM	1 of 1	NM
3-dMed	384231	Health Science Mobile Lab	$250.00	SRO		
Laerdal Airway Management Trainer	Perkins Reallocation	Perkins	5/30/2023	NM	1 of 1	NM
Emergency Med Products, Inc.	385221	Health Science Mobile Lab	$2,472.40	SRO		
Lifeform Adult IO Infusion Simulator	Perkins Reallocation	Perkins	5/30/2023	NM	1 of 1	NM
Emergency Med Products, Inc.	385221	Health Science Mobile Lab	$724.64	SRO		

iPad (with keyboard folio)	Perkins Reallocation	Perkins	4/21/2023	NM	1 of 1	NM
Apple	384222	Health Science Mobile Lab	$1,178.00	SRO		

<mark>NO NEW INVENTORY PURCHASED WITH SECONDARY OR POSTSECONDARY PERKINS 2024-25</mark>

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 Secondary Coordinator	Gwenn Wolters	85%	Secondary	7/1/2017	$133,242	Basic	10	
2	Perkins Postsecondary Coordinator (Vice President of Academic Affairs)	Laura Attenberger	10%	Postsecondary	7/1/2017	$15,734	Basic	10	
3	Secondary Relations/Perkins Administrative Assistant	Karen Young	60%	Postsecondary	7/1/2017	$43,140	Basic	10	
4	Dual Enrollment Pathways/Transitions Coordinator	Michelle Maczuga	40%	Postsecondary	1/2/2022	$39,903	Basic	7	
5	Career Exploration Coordinator	Lynn Waterbury	55%	Postsecondary	7/1/2017	$36,437	Basic	2	Position title/description currently being updated
6	Employment Services & Partnership Coordinator	Bridget Johnson	25%	Postsecondary	8/2/2023	$22,412	Basic	6	
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Consortium Plan--Funded Positions