

# Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2025 – June 30, 2026 (FY26)
<b>Consortium Name:</b>	South Metro Consortium
<b>Total Award Budget:</b>	\$568,077.11

### 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.

Burnsville District 191	Kathy Funston
Inver Hills Community College	Allison Chuick / TBD
Lakeville District 194	Stephanie Hicks
Rosemount/Eagan/Apple Valley District 196	Nandi Rieck / TBD

## 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
Animal Systems	Both	Y	Y	Y	6	85 - DCTC
General Management	Both	Y	Y	Y	716	49
Accounting	SR POS	Y	Y	Y	694	8
Marketing Management	SR POS	Y	Y	Y	510	9 - DCTC
Administrative Support	SR POS	Y	Y	N	757	1 - DCTC
Programming & Software Development	Both	Y	Y	Y	603	15
Audio/Video Technology and Film	SR POS	Y	Y	Y	28	0
Teaching Training	SR POS	Y	Y	Y	95	19
Early Childhood Development & Services	Both	Y	Y	Y	553	11 - DCTC
Family and Community Services	SR POS	Y	Y	Y	2	16
Restaurants & Food/ Beverage Services	Both	Y	Y	Y	1862	Brokered - 45
Visual Arts	Both	Y	Y	Y	385	38 - DCTC
Therapeutic Services	Both	Y	Y	Y	134	349
Emergency & Fire Managment	SR POS	Y	Y	Y	20	44
Design / Pre-Construction		Y	Y	Y	2	37 - DCTC
Construction	Both	Y	Y	Y	118	118 - DCTC
Manufacturing Production Process Development	Both	Y	Y	Y	85	19 - DCTC
Engineering & Technology	SR POS	Y	Y	Y	153	20
Facility & Mobile Equipment Maintenance	Both	Y	Y	Y	64	142 - DCTC
Transportation Operations	SR POS	Y	Y	Y	29	6 - RCTC

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

The data source for the postsecondary numbers comes from Robb's report on Concentrators by POS by consortium.

The reason that we have 20 POS is that is what secondary wanted. In retrospect we agree this is way too many. We will adjust this in next year's application. Some of the POS that should be potentially removed are the ones with 0 or 1 concentrators.

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: Revise CTE programs quality indicators identified in need of review.	<b>This Need is in Element(s):</b>				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The secondary programs in the South Metro Consortium need to review and revise safety units within each CTE course to ensure all required elements are addressed within the curriculum to be delivered to students.</p> <p>There are a number of ways that we collect and utilize data to determine areas of need within each of our Programs of Study (POS). During the CLNA process, the South Metro Consortium utilized the <a href="#">ACTE Program Quality Self Assessment</a> tool in each of our POS to determine where there were areas of strength and growth across multiple POS or unique to a POS. Additionally, the South Metro Consortium secondary programs completed the Program Approval process during the 2024-2025 school year. An area of feedback from MDE to improve upon was the requirement to address safety within each of our CTE courses.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>• Perkins funds will be used to pay for a CTE TOSA will assist teams with reviewing and revising safety unit</li> <li>• Time needs to be dedicated either during or outside of the school day for staff to complete the review/revision process of their safety unit. Perkins funds will be used to pay for subs and/or timesheets.</li> </ul>					
3. Measurable Outcomes (report results in next APR):					
Over the course of the 25-26 school year, all CTE course safety units will be reviewed and revised. Staff will be expected to implement revised units during the 26-27 school year.					

NEED B: Ensure CTE curriculum and equipment aligns with best practice and current industry standards	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
<p>The South Metro Consortium needs to continue to update curriculum, materials and equipment to align with industry standards.</p> <p>During the CLNA process, the South Metro Consortium utilized the ACTE Program Quality Self Assessment tool in each of our POS to determine where there were areas of strength and growth across multiple POS or unique to a POS. The elements of Standards-aligned and Integrated Curriculum and Facilities, Equipment, Technology and Materials indicate a need to investigate and update in places where our curriculum, materials and equipment do not align with current industry standards.</p>					

District	Career Cluster	Overall Score	Standards-aligned and Integrated Curriculum	Facilities, Equipment, Technology and Materials
196	Agriculture, Food & Natural Resources	73%	57%	83%
191	Architecture & Construction	65%	76%	61%
194	Architecture & Construction	73%	80%	100%
194	Manufacturing	70%	95%	100%
196	Manufacturing	47%	71%	33%
194	Business Management & Administration	79%	100%	72%
196	Business Management & Administration	67%	100%	94%
191	Education & Training	72%	80%	83%
194	Education & Training	71%	80%	72%
196	Education & Training	60%	61%	55%
191	Finance	64%	66%	50%
194	Finance	59%	61%	50%
196	Finance	62%	52%	55%
191	Health Science	70%	100%	83%
196	Health Science	78%	100%	61%
191	Hospitality & Tourism	75%	85%	55%
194	Hospitality & Tourism	57%	61%	72%
196	Hospitality & Tourism	46%	57%	33%
191	Information Technology	57%	57%	72%
194	Information Technology	59%	61%	55%
196	Information Technology	59%	57%	66%
196	Computer Science	74%	90%	66%
196	Music Production	59%	57%	83%
191	Design / FCS	71%	80%	66%
196	Design / FCS	60%	90%	55%
194	Transportation, Distribution & Logistics	44%	71%	27%
196	Transportation, Distribution & Logistics	82%	95%	83%
196	Transportation, Distribution & Logistics /Aviation	79%	95%	94%

## 2. Strategies to address need:

- The CTE TOSA will be used to support the curriculum review process to identify areas that do not align with current industry standards.
- Perkins funds will be used to ensure that secondary and post-secondary provide students with access to industry aligned curriculum, equipment and certifications including manikins that reflect diverse cultures, simulation equipment, lab tools, and other materials/equipment to prepare students for the current workforce.
  - Perkins funds will be used to purchase a Niryo Robotic Arm. This robotic technology will provide students with hands-on experience coding, setup and incorporating this robot into a manufacturing and or engineering environment and allow students to see the close relationship between programming and manufacturing or engineering.
  - Perkins funds will be used to purchase Laser Engraver for the Manufacturing program to provide students with hands-on experience aligned with industry.
  - Perkins funds will be used to purchase heated proofing cabinets, rice cooker/warmers, commercial dehydrators, a sheeter and stand mixers. These items support the alignment between our culinary training programs and business/industry.
  - Perkins funds will be used to purchase an embroidery machine to support the alignment between our fashion design programs and business/industry.

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

Results from the [ACTE Program Quality Self Assessment](#) will increase by 3% in all career field that scored below 85% in either Standards-aligned and Integrated Curriculum and Facilities, Equipment, Technology and Materials by Fall, 2026.

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

District 196 is in the process of developing an additional advanced welding offering for the 25-26 school year. DCTC will support this effort where appropriate.

The South Metro Consortium secondary teachers are also working to integrate some courses that are not currently in a CTE department into the CTE department. The South Metro Consortium's secondary leadership team will accomplish this by supporting some math, science, and visual arts teachers to obtain a second license in a CTE field. The secondary coordinators who lead the South Metro's leadership team will support faculty joining CTE with several opportunities for professional support and learning about integrating the world of work into their courses.

Computer science is presently a cross-disciplinary field. Now is the time to support the secondary teachers from the three LEAs within the South Metro Consortium in gaining the professional training necessary to teach computer science through the lens of CTE. It is important to support learners who know how to apply computer science skills in their careers. IHCC will support this effort where appropriate.

The South Metro Consortium's secondary leaders also believe that this work will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses. On the ACTE assessment, teachers from the three LEAs of 191, 194, and 196 rated themselves and colleagues as 78% prepared and effective overall.

The secondary leaders of the South Metro Consortium also want to support our secondary teachers to be savvy with the ever evolving world of computer applications. Advisory committees have recommended teachers pursue other professional technology certifications in order to better instruct students in Microsoft products. Advisories suggested that the 9th-12th grade teaching staff should be supported as they learn to integrate and perhaps obtain certifications in relevant computer programs and coding.

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

All of the South Metro Consortium's secondary programs possess websites and videos that advertise the CTE offerings. Registration materials for all schools have course descriptions for

CTE offerings. District 196 also hires advanced marketing students to post about CTE offerings on instagram, facebook, and other school based websites. The stakeholders from the South Metro Consortium’s leadership team are getting the word out about CTE in the South Metro!

IHCC supplies enrollment and access to all students and has staff that focus on providing students with relatable information on the courses and support services.

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: Students need to learn more about the expansive array of CTE offerings and workforce needs.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Students have misperceptions of the CTE areas of study. More relatable information needs to be conveyed about the potential jobs/successes for those coming out of CTE programs including the short- and long-term benefits of trades careers. (time invested = higher paying wages).					
2. Strategies to address need:					

The South Metro consortium has and will continue to discuss how to get more relational LMI to students and their families with the Dakota Youth Council.

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

Work is moving forward on prioritizing getting LMI to students and their families.  
A plan will be developed by February 25 and steps will be taken to implement said plan.

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. IHCC will do additional work to explore with the local board to establish a more relatable LMI data sheet for students and parents.
  - b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
  - c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs



## 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	\$600
3.	<b>Postsecondary Subtotal</b>	\$600
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	\$600
6.	<b>Secondary Subtotal</b>	\$600
7.	<b>TOTAL</b>	\$1200

## 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)

<b>NEED A: It is essential that students who are developing their English language proficiency are supported as they pursue their education.</b>	<b>This Need is in Element(s):</b>				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 x	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The students at IHCC continue to do well in part from the added support both academically and programmatically.					
2. Strategies to address need:					
IHCC focuses funding on tutors for the CTE areas with a focus on nursing students.					
Measurable Outcomes (report results in next APR):					
The IHCC students in the career areas, especially nursing, continue to hit successful goals. These goals include a 90% student pass rate for CTE classes.					

<b>NEED B: Learners in CTE will demonstrate mastery of skills through Technical Skills Assessments.</b>	<b>This Need is in Element(s):</b>				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Students need access to technical skills assessments and industry-recognized certifications to accurately evaluate their mastery of career-relevant content and competencies. Without these tools, it is difficult for students, educators, and employers to determine whether learners are truly prepared for the demands of the modern workforce.					
As industries become increasingly reliant on technology, there is a growing demand for a workforce equipped with verified technical skills. Industry-recognized certifications provide a standardized measure of competency that is widely accepted by employers, offering					

students a competitive advantage in the job market. Furthermore, regular assessments aligned with real-world standards help identify learning gaps early and ensure instruction is meeting industry needs. Providing access to these resources not only validates student learning but also supports school-to-career pathways, strengthens employability, and aligns education with labor market expectations.

**2. Strategies to address need:**

- Perkins funding will be used to support the exploration and implementation of TSA's and certifications within Perkins approved courses. **The consortium will review the TSA opportunities available at Inver Hills and DCTC.**

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

As part of the 25-26 CLNA process, data will be collected on the number of students who participate in a TSA/Certification and the Pass/Fail rate. This data will be used to determine a baseline result, where curriculum work may need to be done to increase pass rates and to set a goal for the 26-27 school year.

**4. Provide additional narrative to address the following:**

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

The districts within the consortium will work in conjunction with the staff in their teaching and learning departments.

A teacher teams from 191, 194, and 196 go through the process of curriculum refinement and review, the South Metro Consortium's secondary leadership will integrate skills required in math per the new state math standards in the strands Data and Probability and Spatial Reasoning. As described in the latest mathematics standards.

IHCC provides tutors and disability services to support students in CTE courses with the goal of successful completion of programs. **Inver will continue to work with partner high schools SPED departments for students taking CE courses to offer guidance and support for students.**



## 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)

<b>NEED A: Provide targeted support to at-risk students within IHCC CTE courses.</b>	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 x	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E2-Need A: CTE students at IHCC with accessibility needs find navigating the transition/academic process overwhelming. Using Perkins dollars to support additional staffing that focuses on CTE students will allow the students greater opportunity to get individualized assistance.					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>IHCC Perkins dollars support the Office for Accessibility Resources by paying someone who focuses on this population to assist in accommodation implementation and to reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension.</li> </ul>					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> <li>IHCC will continue to support the success of 20 CTE students with access needs with FY26 Perkins funds.</li> </ul>					

<b>NEED A: Enhance employment skill base to include communication/ soft skills</b>	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
E2-Need E Systematically embed a communication and soft skills component in all Business courses from keyboarding to Business Administration. Over the past 2 years this need has been strongly identified by every advisory committee and on stakeholder surveys. Once this component is determined to be effective, it will be replicated in other programs. Currently 41% of students believe that their CTE classes have helped with communication skills, 15% conflict management, 36% time management, 39% teamwork, 27% following directions, and 22% meeting deadlines.					
2. Strategies to address need:					

<ul style="list-style-type: none"> <li>• Various effective customer service models will be explored to assist in creating developmentally appropriate elements for students in our consortium.</li> <li>• Various performance review documents from local partners will be used to design lessons around employment skills.</li> <li>• There will be allowable and appropriate support for student organizations/ programs like DECA, BPA, FCCLA, and FFA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers.</li> </ul>
3. Measurable Outcomes (report results in next APR):
<ul style="list-style-type: none"> <li>• Student surveys will indicate growth in the employment skills identified above.</li> </ul>

NEED B: Transportation for high need individuals needs a particular focus.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
E5-Need A: Transportation for mentor and work based learning for secondary and postsecondary learners to be able to access opportunities in workplace settings.					
2. Strategies to address need:					
<p>Continued funding of buses is needed on both levels. Consideration for supplementing funding for individual transport.</p> <p>There will be allowable and appropriate support for student organizations/ programs like DECA, BPA, FCCLA, and FFA. This would include allowable expenditures for fees, accommodations, and transportation to events by licensed CTE teachers.</p> <p>High school students will be bused to IHCC for a variety of experiences.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>An increase in students with needs being able to participate in work-based learning.</p> <p>High school students will be bused to IHCC for a variety of experiences.</p> <p>Our goal is to see a 5% increase in student participation.</p>					

4. Provide additional narrative to address the following:

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

IHCC provides dollars to a staff member who focuses on assisting students in CTE classes with additional needs to ensure their success.

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

## 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: Expand career exploration opportunities for middle school students.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The South Metro Consortium needs to identify the career exploration opportunities and participation rate of middle school students in each of our districts to determine where additional services are needed.</p> <p>E2: Feedback was gathered from secondary instructional leaders, high school and middle school students and families. Results indicate that students and families have limited awareness of career pathways and offerings at high school. While there is a high level of consistency and stability of high school offerings, the leadership team needs to establish a baseline of the opportunities to explore what is available for CTE courses in high school, the alignment with CTE courses and career pathways, and overall career investigations at the middle school level.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>• A data collection system needs to be created to capture current career exploration activities and participation rates at the middle school level at each of our school/district sites.</li> <li>• The South Metro Consortium Leadership Team will do an audit of the data to determine where additional types of career exploration activities could be added.</li> <li>• The South Metro Consortium Leadership Team will collaborate with school sites to create opportunities for middle school students to learn more about high school CTE career and college pathways.</li> <li>• The South Metro Consortium Leadership Team will collaborate with IHCC and other post-secondary programs to support exploration of college pathways.</li> </ul>					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> <li>• The number of middle school career exploration activities will increase 10% in 2027 from BASELINE # of MS Career Exploration activities in 2026.</li> <li>• The number of middle school career exploration activities will increase 10% in 2027 from BASELINE # of MS student participation in 2026.</li> </ul>					



<b>NEED B: Increase experiential learning opportunities for high school CTE students.</b>	<b>This Need is in Element(s):</b>				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The South Metro needs to continue to expand and document experiential learning opportunities within CTE courses.</p> <p>During the 24-25 school year, the South Metro Perkins consortium submitted updated program approvals and course syllabi. The documentation of experiential learning was a weakness within our PA's and an area for further investigation as part of the CLNA process.</p>					
2. Strategies to address need:					
<p>The South Metro Consortium Leadership Team will:</p> <ul style="list-style-type: none"> <li>• use Perkins funds to support CTSO's, field trips, guest speakers, and other opportunities for students to learn through direct experience, reflection, and active engagement. <ul style="list-style-type: none"> <li>○ Perkins funds will be used to purchase Virtual Googles which will allow students into workplaces and career options in a safe environment and introduce new learning. This will expand the exploration opportunities significantly for students.</li> </ul> </li> <li>• use Perkins funds to support student employment opportunities within the district CTE programs (ie. Animal Techs, CTE Ambassadors)</li> <li>• Gather opportunity and participation data as part of the CLNA process</li> </ul>					
3. Measurable Outcomes (report results in next APR):					
Over the course of the 25-26 school year, as part of the CLNA process, all CTE course experiential learning opportunities will be reviewed and revised as needed. Additionally, data will be collected to determine the baseline in participation in these activities.					

<b>NEED C: Increase student participation in WBL programs in District 191 &amp; 194.</b>	<b>This Need is in Element(s):</b>																																		
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 <input type="checkbox"/>	5 X																														
<p>Based on the secondary quality indicator 5S3:WBL, the South Metro Consortium needs to decrease the discrepancy in work based learning opportunities for high school students between Districts 191/194 and District 196.</p> <p>Element 1: Data from performance indicator 5S3: WBL shows a significant gap between the WBL opportunities in District 196 and District 191 and 194.</p> <table border="1"> <thead> <tr> <th>ACTUAL</th> <th>Baseline (2020)</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>5S3: WBL</td> <td>9.12%</td> <td>7.25%</td> <td>9.39%</td> <td>8.83%</td> <td>9.51%</td> </tr> <tr> <td>191</td> <td>.86%</td> <td>1.3%</td> <td></td> <td>.63%</td> <td>3.26%</td> </tr> <tr> <td>194</td> <td>5.76%</td> <td>7.99%</td> <td>6.23%</td> <td>3.24%</td> <td>1.98%</td> </tr> <tr> <td>196</td> <td>16.81%</td> <td>9.94%</td> <td>16.36%</td> <td>17.45%</td> <td>18.48%</td> </tr> </tbody> </table>						ACTUAL	Baseline (2020)	2021	2022	2023	2024	5S3: WBL	9.12%	7.25%	9.39%	8.83%	9.51%	191	.86%	1.3%		.63%	3.26%	194	5.76%	7.99%	6.23%	3.24%	1.98%	196	16.81%	9.94%	16.36%	17.45%	18.48%
ACTUAL	Baseline (2020)	2021	2022	2023	2024																														
5S3: WBL	9.12%	7.25%	9.39%	8.83%	9.51%																														
191	.86%	1.3%		.63%	3.26%																														
194	5.76%	7.99%	6.23%	3.24%	1.98%																														
196	16.81%	9.94%	16.36%	17.45%	18.48%																														

2. Strategies to address need:
<p>The South Metro Consortium Leadership Team will:</p> <ul style="list-style-type: none"> <li>• look for ways to increase WBL opportunities through their WBL, Business, FCS, Health Science and Trades programs.</li> <li>• utilize Perkins funds to pay teachers for time outside of their work day to collaborate with community partners and identify WBL placement opportunities.</li> <li>• utilize Perkins funds to provide transportation options for students who can not participate in WBL because of this barrier.</li> </ul>
3. Measurable Outcomes (report results in next APR):
<p>The South Metro Consortium will increase participation in WBL programs in 191 (3.26% in 2024 to 4.0% in 2026) and 194 (1.98% in 2024 to 3.0% in 2026) as measured by Perkins Indicator 5S3: WBL.</p>

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.

Within the South Metro Consortia, all secondary LEAs offer Work-based learning opportunities. District 196 has the most robust program and programming is inclusive of learners with Individualized Instruction Plans as well as learners who are legislatively characterized as *disadvantaged*. 9-12 grade learners in all districts have access to programming which prepares learners for the world of work and solid workplace habits. IHCC has staff dedicated to supporting work-based learning efforts in all CTE areas of study.

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

The secondary members within the South Metro Consortium work to build solid relationships with employers nearby. This is done to facilitate and sustain positive working relationships and future student placements. Within the South Metro Consortium one of our goals is to sustain programming in work-based learning within 196 and grow work-based learning in 191 and 194. IHCC staff will continue their work in developing/expanding work-based learning efforts for the CTE students.

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

The South Metro Consortium’s secondary leadership team will seek out opportunities for shared professional learning. The team will also seek out opportunities for career exploration with field trips that facilitate expanding the world of work. IHCC supports its work-based learning staff through the gen fund.

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: Additional concurrent enrollment opportunities for learners in the South Metro Consortium’s high schools and high schools whose learners regularly attend IHCC .	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E3-Need A:</p> <p>IHCC’s portfolio of CE and Contract courses continues to expand with the challenge in providing CE approval for HS CTE teachers remaining. IHCC has implemented the Nursing Assistant, EMT, Education and Business courses at various high schools. The goal is to expand these offerings in as many high schools as possible due to the workforce need and the opportunity for the students to find out if they are interested in pursuing health careers after they complete high school.</p>					
2. Strategies to address need:					
<p>Perkins funds will be used for a portion of the K-12 Partnership FTE at IHCC to address alternate options to approving HS CTE teachers for concurrent enrollment.</p>					
3. Measurable Outcomes (report results in next APR):					

An increase in the number of HS teachers approved to teach CTE concurrent enrollment classes.

NEED B: Articulated Credit Agreements will be maintained and developed when and as required within programs of study when it is practicable.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
The South Metro Consortium's secondary leadership team will explore and develop articulated credit agreements with post-secondary entities as it is practicable.					
2. Strategies to address need:					
Schedule a summit with guidance counselors to begin a dialogue about current CTE outcomes with CE, Articulation, AP, and PSEO.					
Create a summary that outlines different paths to earn a 2 year degree while in high school.					
IHCC will participate in the high school efforts to educate their students on the post-secondary options as appropriate.					
3. Measurable Outcomes (report results in next APR):					
An estimated number of students in grades 9-12 that earn college credits at the high schools within the South Metro Consortium will be reported.					

NEED C: Secondary consortia members will explore concurrent enrollment opportunities.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Burnsville School ISD 191 has a program with Inver Hills Community College which enables learners to acquire an AA degree in tandem with completing their HS degree. Lakeville 194 and Rosemount Apple Valley Eagan 196 want to explore offering more concurrent enrollment courses in CTE.					
2. Strategies to address need:					
Perkins funds will be used for a portion of the K-12 Partnership FTE at IHCC to ongoing discussions with IHCC and DCTC to expand concurrent enrollment options in CTE areas with partner secondary programs.					

3. Measurable Outcomes (report results in next APR):
An increase in concurrent enrollment options at the secondary level through post-secondary schools including IHCC and DCTC. Our goal is to see a 5% increase in student participation.

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?

The MDE and MinnState team recently conducted their monitoring of the South Metro Consortium. During that monitoring the LEA's submitted an excel file of all the South Metro Consortium's articulation agreements. We will submit it again as an addendum to this application.

The Minnesota Common Course Catalog which is a database at the Minnesota Department of Education has a record of all of the courses offered in 191, 194, and 196.

All of the high schools within the South Metro Consortium have webpages describing the array of high school and college credit options offered both within CTE and non CTE departments.

The high schools within the South Metro Consortium offer articulated credits, concurrent enrollment credits, AP credits, CSI credit, and options for PSEO.

IHCC is highly engaged with the area high schools in developing post-secondary credit options.

## 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: Ongoing rigorous PD to maintain collaboration.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 X	5 <input type="checkbox"/>
<p>E4-Need A: The South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School Kickoff events hosted at IHCC. These meetings have an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops.</p> <p>E4-Need C are consulting with Lakes County and looking at getting more teachers a Technology and Information Systems license for CTE status. Due to demand, we are expanding computer science and cyber security offerings.</p> <p>E2-Need D Getting OFP Licensure and additional licenses. The South Metro Consortium has begun working with the Lakes Country Coop in identifying opportunities for current staff to add licenses. This will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses. On the ACTE assessment, our staff rated themselves and colleagues as 78% prepared and effective overall.</p> <p>Advisory committees have recommended teachers pursue other professional technology certifications in order to better instruct students in Microsoft products. It becomes difficult to balance having qualified teachers with having teachers that use the qualifications to leave teaching and earn more in their business and industry field. Consortium members are looking into adding the visual arts endorsement for CTE teachers through the MTLE process due to the potential for crossover assignments for CTE teachers.</p> <p>E4-Need E On the High School Stakeholders Survey, 53% indicated that they received adequate PD. Comments indicated that more PD was needed regarding current business and industry standards.</p>					
2. Strategies to address need:					
<ul style="list-style-type: none"> <li>• We will continue our Fall Kick Off Meetings at IHCC to orient new Perkins teachers and remind all stakeholders of the support, partnerships, parameters, and responsibilities associated with Perkins.</li> <li>• College faculty can meet with high school faculty in CTE areas to build on partnerships and professional development.</li> </ul>					

<ul style="list-style-type: none"> <li>• We will be consulting with Lake County to streamline the process of adding certifications.</li> <li>• We will be seeking, through partners, opportunities to obtain PD in current business/industry standards in regards to current content, equipment, and procedures.</li> <li>• When guidelines for offering the required personal finance credit for students are finalized, we will be developing and configuring various classes and programs to accommodate the new requirement.</li> <li>• We will continue to fund a 0.5 FTE Teacher on Special Assignment to support and arrange this work. The work of the TOSA will support and facilitate curriculum meetings, build awareness of professional learning development opportunities, and support the work of the Perkins advisories.</li> <li>• professional development related to the required licensure standards</li> </ul>					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> <li>• Increase the number of CTE teachers with multiple certifications and non-CTE teachers with CTE certification.</li> <li>• Specific current industry standards will be identified and used in the course syllabus and designing instruction and assessment around those standards. Updated syllabi will reflect updated standards including the organization that wrote the standards.</li> <li>• Classes that meet the personal finance credit requirements, will conform to the new requirements.</li> <li>• IHCC will continue to host the kick-off meetings bringing in appropriate support staff and information.</li> </ul>					
NEED D: Increasing licensure opportunities and options for secondary teachers in areas including business education, computer science, information technology, manufacturing and construction trades, design, and technology and communications.				This Need is in Element(s):	
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):				1 <input type="checkbox"/>	2 X
				3 X	4 <input type="checkbox"/>
				5 <input type="checkbox"/>	
<p>E2-Need D The South Metro Consortium is working to secure additional licenses for the highly skilled and versatile grades 9-12 staff members. The South Metro Consortium began working with the Lakes Country Coop in identifying opportunities for current staff to add additional licenses.</p> <p>Consortium members are looking into adding the visual arts endorsement for CTE teachers through the MTLE process due to the potential for crossover assignments for CTE teachers.</p>					
2. Strategies to address need:					
The South Metro Consortium has begun working with the Lakes Country Coop in identifying opportunities for current staff to add licenses. This will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses.					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> <li>• Increase the total number of teachers in all South Metro Districts that have CTE Licenses in two or more areas.</li> </ul>					

- Increase the number of teachers that have CTE licenses areas such as: business education, computer science, information technology, manufacturing and construction trades, design, and technology and communications.

NEED B: Increase licensure and enhance technical and professional certifications	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The South Metro Perkins Consortim's secondary schools will be ensuring proper vocationally oriented licensing as leadership and teaching staff from the three LEAs develop stronger computer science pathways, manufacturing pathways, and medical career pathways. To support more complete and flexible licensing the CTE teachers from 191,194, and 196 are willing to work with Lakes County Cooperative and work on the additional visual arts endorsement by preparing for and taking the visual arts MTLE. Having multiple CTE licenses will enable the teachers within our three LEAs to flexibly adapt pathways to the arbitrary and inflexible designs the state has conceptualized around programs of study.</p>					
2. Strategies to address need:					
<p>The three LEAs will work to indicate through the use of professional certifications, licensure, and success in the visual and music arts MTLE exams to demonstrate their talents and their ability to teach 9th, 10th, 11th, and 12th grade learners.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>More teachers from 191, 194, and 196 will have CTE licenses. More teachers from 191, 194, and 196 will pass the visual arts MTLE.</p>					

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

The human resources offices of all of the programs within the South Metro Consortium are required to do this, and are asked this same question in annual World's Best Workforce reporting. World's Best Workforce plans are public documents. All LEAs actively recruit more



teachers with diverse identities. Both 196 and 191 have Grow Your Own grants to support, encourage, and fund more BIPOC teachers.

Additionally, district 196 consults with both our Native American Parent Committee and the State's Tribal Nations Education Committee. 196 actively recruits Indigenous teachers and are seeking a grant to bring Ojibwe language into the district's world language course offerings. 196 and 191 work together to host a Pow Wow each year.

191, 194, and 196 seek to be open and affirming to all people as does IHCC.

- 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.

As mentioned above 196 and 191 have Grow Your Own grants which are used to support historically underrepresented populations in education. All of the districts have equity and inclusion supports and affinity groups for new teachers.

As a Consortium we are looking to optimize licensure and provide on-going professional learning supports. New teachers are welcomed and supported by colleagues on their respective advisories too. The teachers within our consortia are active participants in their respective CTE professional organizations.

194 and 196 have also been working to support CTE teachers as they work to earn their visual arts endorsement.

## 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: Continued efforts to increase the participation rates of underrepresented populations into post-secondary CTE programs.	This Need is in Element(s):				
1. 1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 x
Non traditional program enrollment is an area of focus and the need to increase and retain students of diverse populations.					
2. Strategies to address need:					
The admissions and student services department continues to recruit and retain diverse populations in the CTE programs at IHCC. IHCC will continue to support all learners in navigating the college setting. IHCC has funds dedicated to supporting an admissions staff to increase non-trad populations in CTE programs of study.					
3. Measurable Outcomes (report results in next APR):					
An improvement in the enrollment and completion rates at IHCC. Our goal is see an increase in enrollment and retention by 5%.					

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

IHCC will continue to focus dollars on recruiting non-trad participants into the CTE coursework.

## 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: Dedicated staff time to support ongoing change within the South Metro Consortium	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 x	5 <input type="checkbox"/>
<p>The South Metro Consortium needs to prioritize updating the handbook, data collection systems, and other procedural items to maintain support and stability within schools and CTE programs.</p> <p>While we have had a positive track record of high participation and cooperation amongst all members, we have experienced multiple changes within membership over the past few years. In addition to the significant learning curve this creates for our leadership team, it also has the potential of negatively impacting our students, staff and CTE programs.</p> <p>In addition to staff turnover, the South Metro Consortium needs to begin planning for the merger between IHCC and DCTC. While it is unknown at this time how the merger will impact the South Metro, time will need to be dedicated to ensuring a stable transition.</p>					
2. Strategies to address need:					
<p>The South Metro Consortium will:</p> <ul style="list-style-type: none"> <li>• continue to utilize Perkins funds to lead the consortium and complete administrative tasks at the secondary and post-secondary level including Secondary Consortium Lead FTE, Secondary CTE TOSA FTE, and K-12 Partnerships FTE.</li> <li>• Contract services for up to 5 hours per month from an experienced Perkins Consortium Lead to support the needs of the consortium as they go through transition of staff</li> <li>• Meet at least monthly to ensure ongoing engaged participation and cooperation within the leadership team</li> <li>• Develop a system for onboarding and professional development for the leadership team</li> </ul>					
3. Measurable Outcomes (report results in next APR):					

The South Metro Consortium will have updated systems documents by the end of the 2025-2026 school year.

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.

Please see supplemental materials: South Metro Procedure Manual. We are in the process of developing our South Metro procedure manual further. Though not perfect it describes our operating processes.

## 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 : Increase access for students to Health Science courses including Nursing/Nursing Assistant and Emergency Services.	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>

The South Metro Consortium has a need to continue to increase the number of course offerings and ensure industry aligned curriculum, equipment and certifications are available to students within Health Science at both the secondary and post-secondary level.

According to MN DEED LMI, Health Science is one of Dakota County's largest employers, making up approximately 12 percent of the county's total employment. Occupations with the most postings include Registered Nurses, Nursing Assistants, Medical Assistants, Medical Secretaries and Administrative Assistants and Licensed Practical and Licensed Vocational Nurses. (Talent Neuron)

Registration data from our secondary schools indicates that the student demand for enrollment in health careers, certified nursing assistant, and the emergency medical services courses has increased. With increased demand, we cannot ensure that every student who wants to take one of our courses is able to.

Nursing/Nursing Assistant classes are full on the IHCC/DCTC campus and there is a growing interest in the EMS program. In addition to supporting post-secondary students, IHCC and DCTC offer healthcare related courses to high schools through the concurrent enrollment and contract class programs.

Getting OFP Licensure and additional licenses. The South Metro Consortium has begun working with the Lakes Country Coop in identifying opportunities for current staff to add licenses. This will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses. Additionally, the South Metro Perkins Consortim's secondary schools will be ensuring proper vocationally oriented licensing as leadership and teaching staff from the three LEAs develop stronger computer science pathways, manufacturing pathways, and medical career pathways. To support more complete and flexible licensing the CTE teachers from 191,194, and 196 are willing to work with Lakes County Cooperative and work on the additional visual arts endorsement by preparing for and taking the visual arts MTLE. Having multiple CTE licenses will enable the teachers within our three LEAs to flexibly adapt pathways to the arbitrary and inflexible designs the state has conceptualized around programs of study.

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

## 2. Strategies to address need:

- Continue to investigate ways to expand course offerings through increased FTE, supporting teachers to obtain CTE license to teach these courses, concurrent enrollment/PSEO options, and alternative delivery methods of courses. Perkins funds will be used to support teachers to obtain additional licenses through the Lakes County Coop licensure academy for highly skilled and versatile grades 9-12 staff members.

<ul style="list-style-type: none"> <li>• Perkins secondary funds will be used to hire vendors/proctors for certification exams aligned with Certified Nursing Assistant and First Responder.</li> <li>• Perkins funds will be used to ensure that Health Science courses at secondary and post-secondary provide students with access to industry aligned curriculum, equipment and certifications including manikins that reflect diverse cultures, simulation equipment, lab tools, and other materials/equipment to prepare students for the current workforce.</li> <li>• Perkins funds will be used for 2 Blood Pressure Arms designed to teach physical assessment and help resolve many of the uncertainties which are common when teaching students how to take blood pressure.</li> <li>• Perkins post-secondary funds will be used for a portion of the EMS/Nursing Simulator Tech FTE which will be used to maintain and lead hands-on learning with students.</li> </ul>
<b>3. Measurable Outcomes (report results in next APR):</b>
<ul style="list-style-type: none"> <li>• Over the course of the next 3 years, our goal is to increase the number of seats available in Health Science courses by 5%.</li> </ul>

1. Provide additional narrative to address the following:

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

At both the secondary and post-secondary level, Health Science is an area of focus because it is in high demand both from our students and within the workforce.

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

The program of study that will be addressed is Health Science at both the secondary and post-secondary level. We will expanding existing course offerings and exploring alternative delivery models including hybrid courses (some in-person and online instruction).

## 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)

<b>Consortium Name:</b>	South Metro Perkins Consortium
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## Purpose of the CLNA Results and Priorities

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

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



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

This CLNA is a good opportunity to better understand the local needs as half of the South Metro members that are new to Perkins. The South Metro consortium gathered stakeholder feedback in various ways and from a variety of sources that provided valuable information with questions geared to seek relevant and timely information that would properly guide the development of the South Metro consortium work over the next few years. The consortium is fortunate to have positive minded members that have a diverse set of experiences that added to the data collection and assessment report.

Outlined below are the dates, events, stakeholders, and activities used to gather data for this needs assessment:

- June 28, 2023 - planning meeting regarding questions for focus groups, scheduling data collection, program self-assessments, and protocols.
- Monthly meetings of consortium leadership
- September/October fall meetings kick-off and ACTE surveys were completed.
  - 9/27/23 - Business Management and Administration, Finance, & Marketing
  - 10/4/23 - FCS & HHS - Hospitality & Tourism, Education & Training, Health Sciences
  - 10/11/23 - Tech Ed. & Career Development - Transportation, Distribution, and Logistics, Architecture & Construction, IT, Agriculture & Natural Resources, Arts, AV, and Tech. Comm.
  - 10/16/23 - Work Based Learning
  - ACTE group program assessments
  - Stakeholders focus groups business/industry partners
  - Stakeholder focus groups CTE staff
- Systemize syllabus revisions among consortium focusing on essential components required by Perkins.
- Winter Surveys:
  - MS teachers
  - 10-12 grade students
  - HS counselors/deans
  - HS CTE teachers
- Registration data
- Student demographic data
- Concurrent Enrollment Advisory meeting
- Dakota WorkForce Board Youth council
- Inventory checks February 2024

What could have been done differently to achieve better results:

At the secondary level, we could have done more outreach to parents and our support staff like secretaries and paraprofessionals.

### 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<sup>1</sup>;
- 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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<sup>1</sup> 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
Sara George	Perkins V South Metro consortium Secondary Schools Leader	District 196
Kathy Funston	Director of Strategic Partnerships and Pathways	District 191
Mary Jo Gardner	Director, K12 Partnerships Dakota County Technical College Inver Hills Community College	IHCC Postsecondary
Nicole Adams	Secondary Teaching & Learning Coordinator	District 194
Dru Mitchell	CTE TOSA	District 196
Lisa Turgeon	American Indian Education Program Specialist	District 196
	Native American Indian Parent Advisory Committee	District 196
	Secondary School Administration	District 196, 191, 194
	Secondary Counselors	District 196, 191, 194
	Students	District 196, 191, 194
	Advisory Partners?	
Krista Jech	Chamber of Commerce President	Lakeville COC
Katelyn Dwyer	Business Student	Carlson School of Management
Jason Fasick	Branch Manager	Stevens Equipment
Scot Kretzshmar	Broker	Thrivent
Bonnie Vagasky	VP External Relations	Best Prep
Jenny Peterson	Director HR	MHC Automation
Sharon Bergen	Dept. Chair Early Childhood	DCTC
Tricia Demarais	Owner	HyPointe Childcare
Chris Pare'	Lead Chef	Bourbon Butcher Restaurants
Jeff Scott	Chef	Irie Delights
Rechard Saulter	Head of District Security	District 196
Dawn Labiosa	RN	Regions Hospital
Meg Peron	Cyber Security	Security Studios
Ann Dixon	Cyber Security Specialist	Securian Financial
Alex Knutson	President	ABK Group, LLC

Name	Title	Group Represented
Consortium District Staff	Varied roles	Secondary Education Stakeholder focus group (CTE teachers, District Administration, high school counselors, Cultural Family Advocates, teacher reps from general education, special education and English Learners)
District 191,194,196	All CTE Teachers	Secondary CTE teacher survey from Back to School events
Mary Jo Gardner	Director, K12 Partnerships	DCTC/IHCC Youth Workforce Program Coordinator, Supervisor Concurrent Enrollment Advisory Committee
Amber Higgins	Youth Workforce Program Coordinator, Supervisor	Dakota Workforce Board Youth Council
Wendy Marson	Director of Institutional Effectiveness	DCTC/IHCC Institutional Research

**Prioritizing Needs (Optional)**

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

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1	Ongoing	IHCC has funded tutors that focus on CTE areas.	3	3	2		8
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students (POS)							
Continue to add Business and Community Partnerships	Ongoing	Secondary teachers have contacted businesses to solicit input. Some partnerships have developed.	1	3	2	2	8
Student Career Development	Ongoing	Student work-based experience opportunities have been established. More are needed.	1	2	1	1	5
Sequencing and articulation	Ongoing	At the high school, classes have defined levels and prerequisites. However, the middle school classes are not fully aligned.	1	3	2	3	9

Exploring addition of program/s (Welding 196, )	Beginning	A location has been identified to begin a welding program at ISD196.	2	1	1	3	7
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1	12 years	Continuous work by IHCC with HS partners to implement CTE courses.	3	3	2		8
Priority 2		Both secondary and IHCC are looking to expand or improve POS in Criminal Justice, Arts Technology Communications, Engineering, Business, Healthcare, Manufacturing, Paralegal and Education.	2	2	2	1	7
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1	Ongoing	Continuous review and requests for changes in policy to approve HS teachers for CTE licensure and CE.	3	3	3	3	12
Priority 2	Ongoing	Exploring and pursuing expanding CTE licensure areas for current staff that are interested.	3	3	2	2	10



Priority 3	Ongoing	53% of High School Staff indicate that there is adequate PD. Training regarding current business and industry standards is the highest need identified. Currently, advisories are the main source for gathering current B/I standards.	2	2	2	2	8
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1		Need A: Transportation continues to be a major barrier for students to attend specialized training and workforce experiences.	3	3	3	3	12
Priority 2		Need B: Students have misperceptions of the CTE areas of study. More relatable information needs to be conveyed about the potential jobs/successes for those coming out of CTE programs including the short- and long-term benefits of trades careers. (time invested = higher paying wages).	2	2	2	3	11

	<p>Need C: IHCC focused funds on the recruitment of students into the Perkins related programs including the research of prospective recruitment opportunities, follow-up with support tasks including inquiry calling to prospective students that included providing them with college and Perkins program and certificate information. Work has been done on developing/improving/sustaining new and current admissions and recruitment strategies focused on the CTE programs at IHCC.</p>	2	2	2	2	8
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# 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](#)

**Consortium Performance Report  
Perkins V Consortium: South Metro  
January 23, 2024**

The table below displays the State Determined Performance Level/target (column **SDPL**), actual performance percentage (**Actual Perf %**), and notification of whether an Improvement Plan (IP) is required (**IP Req?**) for every accountability indicator each grant year. The year shown following the Grant Year label indicates the reporting year of the data in alignment with the corresponding federal CAR (Consolidated Annual Report) grant year. For secondary indicators, reporting years align with school years (e.g. 2021 reflects school year 2020-21), with the exception of 1S1 and 3S1 which both lag by one year (e.g. students who graduated, enrolled in postsecondary and/or joined the workforce in school year 2019-20 are displayed in 2021 data). For postsecondary indicators 2P1 and 3P1, reporting years reflect the last year of the three-year cohort reported (e.g. reporting year 2021 reports on cohort 2019-2021). For postsecondary indicator 1P1, the cohort reporting lags by one year (e.g. reporting year 2021 reflects data from cohort 2018-2020).

**Table 1. Secondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year**

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	92.71%	56.25%	92.54%		56.28%	94.05%		56.35%	93.56%		56.49%		
2S1: Academic Proficiency: Reading/Language Arts	N/A*	13.26%	69.92%		13.30%	64.83%		13.39%	67.11%		13.58%		
2S2: Academic Proficiency: Mathematics	N/A*	10.80%	50.32%		10.83%	41.46%		10.88%	43.34%		10.98%		
2S3: Academic Proficiency: Science	N/A**	N/A**	N/A**		N/A**	N/A**		N/A**	48.14%		N/A**		
3S1: Post-Program Placement	73.46%	48.11%	73.21%		48.17%	67.46%		48.28%	65.84%		48.52%		
4S1: Nontraditional Program Concentration	43.20%	13.39%	32.47%		13.42%	28.09%		13.50%	23.09%		13.64%		
5S3: Program Quality: Work-Based Learning	9.12%	5.99%	7.25%		6.00%	9.39%		6.02%	8.83%		6.07%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an **improvement plan (IP)** is required.

\*Due to the COVID-19 peacetime emergency, MCA (Minnesota Comprehensive Assessment) testing was canceled, therefore, no Reading or Mathematics academic achievement data are available to report for SY2019-20. Across SY2020-21 secondary districts shifted from remote to in-person learning at different times and lengths of time.

\*\*The grade in which the Science assessment is offered to students in MN depends upon when students complete the Life Sciences requirements during high school. The timing of this course can vary from one school year to the next and from one district to another. Therefore, while MN reports the Science data to OCTAE, we are not required to set SDPLs for this performance indicator. Data for the Science assessment was not available until SY2022-23.

**Table 2. Postsecondary State Determined Levels of Performance, Actual Performance Rate, and Improvement Plan Status by Grant Reporting Year**

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1P1: Postsecondary Retention and Placement	91.42%	91.68%	93.10%		83.53%	85.52%		83.53%	92.25%		83.53%		
2P1: Earned Recognized Postsecondary Credential	43.38%	41.30%	52.54%		39.42%	50.59%		39.42%	56.46%		39.42%		
3P1: Nontraditional Program Enrollment	19.58%	21.10%	16.01%	Yes	21.19%	18.33%	Yes	17.73%	18.33%		17.73%		

If the performance rate on an indicator falls below 90% of the established SDPL for the indicator/grant reporting year, an **improvement plan (IP)** is required.

**Table 3. Participant and Concentrator Enrollment by Grant Reporting Year**

Enrollment	Baseline (2020)	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)
Secondary Participants	6,711	7,263	7,656	7,852	
Secondary Concentrators	3,325	3,057	3,225	3,363	
Postsecondary Participants	1,518	1,529	1,510	1,535	
Postsecondary Concentrators	468	552	510	542	

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: The students at IHCC continue to do well in part from the added support both academically and programmatically. The need continues.

**E1-Need B**

The South Metro Consortium's secondary Work-Based Learning Indicator is above the state determined performance level. However, all three LEAs within the consortium want to increase Work-Based Learning in order to maximize career experiences for all learners especially and including learners with Individualized Education Plans.

**E1-Need C**

Our South Metro Consortium's secondary math scores are higher than the State Determined Performance Levels. The secondary MCA math scores from our three LEAs (Burnsville, Lakeville, and Rosemount Apple Valley Eagan) fell from 2021 to 2022 and rebounded somewhat in 2023. Within our respective LEAs one area of will be to see these scores improve. The South Metro consortium's secondary schools CTE teachers can help support this goal with greater focus on applied math skills. At the secondary advisory meetings for the South Metro consortium, industry partners from health careers to manufacturing technology explained the importance of supporting students with applied measurement tasks as an area to address.

**E1-Need D**

Non traditional program enrollment is another area of focus. The data for the South Metro consortium's postsecondary non-traditional program enrollment have been at 18.33% for the past two years.

**E1-Need E**

Our South Metro Consortium's secondary literacy scores are higher than the State Determined Performance Levels. However, the leadership of the three LEAs belonging to the South Metro consortium want to continue to grow and improve. The MCA literacy scores from the three South Metro LEAs also fell from 2021 to 2022 and rebounded somewhat in 2023. This data aligns with what secondary teachers within the South Metro consortium have heard from business and industry partners at advisory meetings. The 9th-12th grade learners from Burnsville, Lakeville, and Rosemount Apple Valley Eagan, would benefit from more direct instruction in the soft skills required for business communications. CTE teachers in courses with embedded writing opportunities like writing for business purposes need to address the soft skills connected to writing for business purposes and careful/close reading of tasks.

## 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:

IHCC supports the Office for Accessibility Resources who uses Perkins funds to help CTE students navigate the overwhelming transition process, assist in accommodation implementation and reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension.

#### E2-Need B

Secondary schools must work to identify how to expand and align programming into the middle school. Many middle school students and families are unaware of career pathways and offerings at the high school. On the ACTE assessment the overall average rating for sequencing and articulation of courses was 63% which includes being coordinated with broader pathway systems. Through vertically aligning tech ed and FACS from middle school into high school courses, teachers, counselors, and administrators can better assist students and families in planning pathways of interest and enrolling in appropriate classes.

The process will include reviewing licensures, curriculum alignment and planning, ensuring resources are available, professional learning opportunities for counselors and administrators, and systemically increased visibility of CTE Pathway opportunities. Due to the high degree of technology used in our current tech ed classes, teachers are predicting the need for considering parameters for the use of AI across the three LEAs within our consortium. A need was identified by high school tech ed teachers to use the same language and standardize it. In the secondary programs within the South Metro Perkins consortium, teams will work to align middle and high school courses with common language and shared understanding of vertical alignment within each LEAs respective curricula.

#### E2-Need C

The South Metro consortium's secondary programs registration enrollment data indicated an increased demand for health careers, certified nursing assistant, and the emergency medical services increased. The three LEAs secondary programs need to continue to plan for, strengthen and expand medical and health career offerings.



#### E2-Need D

Getting OFP Licensure and additional licenses. The South Metro Consortium has begun working with the Lakes Country Coop in identifying opportunities for current staff to add licenses. This will help in retention of current staff and in recruiting seasoned educators from non-CTE content areas to pursue additional licenses in closely aligned CTE courses. On the ACTE assessment, the CTE staff from the South Metro consortium's three LEAs rated themselves and colleagues as 78% prepared and effective overall.

Advisory committees have recommended teachers pursue other professional technology certifications in order to better instruct students in Microsoft products. It becomes difficult to balance having qualified teachers with having teachers that use the qualifications to leave teaching and earn more in their business and industry field. Consortium members are looking into adding the visual arts endorsement for CTE teachers through the MTLE process due to the potential for crossover assignments for CTE teachers.

#### E2-Need E

Systematically embed a communication and soft skills component in all Business courses from keyboarding to Business Administration. Over the past 2 years this need has been strongly identified by every advisory committee and on stakeholder surveys. Once this component is determined to be effective, it will be replicated in other programs. Various effective customer service models will be explored to assist in creating developmentally appropriate elements for students in our consortium. Currently 41% of (all) students believe that their CTE classes have helped with communication skills, 15% conflict management, 36% time management, 39% teamwork, 27% following directions, and 22% meeting deadlines.

#### E2 - Need F

Districts 191 and 194 are beginning Work-Based Learning programs. It is essential for students to get field experience in determining interests, creating networks, and systemic collaboration with our business and industry partners. A significant portion of these students will need transportation.

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

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:

IHCC's portfolio of CE and Contract courses continues to expand, however, the challenge remains providing CE approval for HS CTE teachers. IHCC has implemented the Nursing Assistant, EMT, Education and Business courses at various high schools. The goal is to expand these offerings in as many high schools as possible due to the workforce need and the opportunity for the students to find out if they are interested in pursuing health careers after they complete high school.

#### E3-Need B

The South Metro consortium's secondary programs will be building out the Manufacturing program through adding more welding courses in 196 for the 2025-2026 school year. This is a high wage, high skill, high demand career path.

#### E3-Need C

Given the new personal finance credit requirement in secondary, our secondary schools will seek to extend and expand our business offerings. The South Metro consortium will not be supplanting this required state work. However, the secondary partners within the South Metro consortium may want to enhance adjacent financial curriculum offerings in accounting that build upon the foundational skills students encounter in a personal finance course. Secondary Business Education teachers from the three LEAs represented indicated that they want to leverage our new learning as personal finance and accounting course options are developed. The secondary teachers from within our three LEAs want to plan for growth in our complimentary business courses in accounting, micro economics, and financial management.

E3-Need D The South Metro Perkins Consortim's secondary schools will be ensuring proper vocationally oriented licensing as leadership and teaching staff from the three LEAs develop stronger computer science pathways, manufacturing pathways, and medical career pathways. To support more complete and flexible licensing the CTE teachers from 191,194, and 196 are willing to work with Lakes County Cooperative and work on the additional visual arts endorsement by preparing for and taking the visual arts MTLE. Having multiple CTE licenses will enable the teachers within our three LEAs to flexibly adapt pathways to the arbitrary and inflexible designs the state has conceptualized around programs of study.

As life and careers are inherently interdisciplinary. The three LEAs will work to indicate through the use of professional certifications, licensure, and success in the visual and music arts MTLE exams to demonstrate their talents and their ability to teach 9th, 10th, 11th, and 12th grade learners.

The three LEAs in the South Metro Consortium believe that good teaching and good program coordination prioritizes planning for learner's needs and learning. The skilled professional teachers within the South Metro Consortium are working to prove that we can create and maximize pathways for all learners to college and career readiness.

E3-Need E IHCC is piloting an advisor to the concurrent enrollment and contract class students to assist them in their understanding of how these classes fit into their educational and professional goals.

E4- The three secondary leaders from the South Metro Consortium have received parent and student stakeholder feedback particularly from the District 196 Native American Parent Advisory that all college credits are helpful to learners. Secondary principals within the consortia also expressed their desire to maintain and offer as many college credit opportunities as would be practicable for high school students to earn. Thus the three school districts within the South Metro Consortium want to expand credit opportunities for learners either by way of arranging concurrent enrollment options or articulated credit options at local post-secondary institutions.

## **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:

The South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School Kickoff events hosted at IHCC. These meetings have an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops. The South Metro consortium believes that this needs to be continued as it is an important practice.

#### E4-Need B

IHCC supports the development of CTE high school instructors through the fall consortium kick off held on campus and the Fall Professional Development Day for the Concurrent Enrollment high school and college faculty that includes process information and curriculum and assessment alignment.

#### E4-Need C

Many of our secondary CTE teachers are consulting with Lakes County and looking at getting more teachers a Technology and Information Systems license for CTE status. Due to demand, the secondary stakeholders of the consortium are expanding computer science, arts communication and technology, and cyber security offerings.

#### E4-Need D

Advisory facilitators have done well in connecting with partners and discussing how to create connections for the 9th, 10th, 11th, and 12th graders from the three LEAs within the South Metro Consortium and how to make the programs more robust. However, the secondary LEAs within the South Metro Consortia could improve in the area of asking our partners to assist in recruiting efforts to staff CTE positions with teachers that have business and industry experience.

A need for continuing educational opportunities for teachers was identified in the area of gaining business and certifications that are not typically part of college teacher preparation.

#### E4-Need E

On the High School Teacher Stakeholders Survey, 53% indicated that they received adequate PD. Comments indicated that more PD was needed regarding current business and industry standards.

# 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: Transportation for mentor and work-based learning and career exploration opportunities is a need.

The secondary teachers from the three LEAs within the South Metro Consortium and in particular the work-based learning teachers want all learners to be able to access opportunities in real workplace settings beyond school. That access necessitates expenditures for field trip transportation and at times other coordinated rides for individuals or small groups.

E5-Need B

IHCC focused funds on the recruitment of students into the Perkins related programs that included the research of prospective recruitment opportunities and followed up with support tasks including inquiry calling to prospective students . This included providing them with college and Perkins program and certificate information. Work has been done on developing/improving/sustaining new and current admissions and recruitment strategies focused on the CTE programs at IHCC.

E5-Need C

IHCC has a gap in 3P1 with the data showing that female enrollment sharply declined during the pandemic and has had a slow incline. A possible explanation is the need for females to stay at home with their children during the pandemic which aligns with workforce data. The college continues to focus enrollment on all interested parties including females and employ its support for students through the campus services including counseling, tutoring, food support, work-based learning services and accessibility services.

E5-Need D

Students indicated on the 10th - 12th grade surveys that it was difficult to schedule CTE courses alongside their required courses and other electives. Our South Metro consortium needs to explore opportunities for more flexible scheduling including summer programming.

E5-Need E

Contract hours for secondary teachers are tricky to adapt for mid-day advisory meetings. It is helpful when we can feed staff during professional learning and/or advisories. It is also helpful to have lunches for students when they are on field trips. It would be helpful to have money available for lunches.

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	<b>Basic</b>	<b>Reserve</b>	<b>Sec/PS Subtotals</b>
<b>Secondary Allocation:</b>	<b>\$341,997.74</b>	<b>\$36,058.97</b>	<b>\$378,056.71</b>
<b>Postsecondary Allocation:</b>	<b>\$245,474.99</b>	<b>\$36,058.97</b>	<b>\$281,533.96</b>
<b>Total Consortium Allocation:</b>	<b>\$587,472.73</b>	<b>\$72,117.94</b>	<b>\$659,590.67</b>

### 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 <b>Basic Funding SEC 428</b> Worksheet. A. Enter the consortium name in cell A1. B. Select appropriate UFARS code using arrow to the right of the cell. C. Enter a description of the item.



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

**Narrative Funding--Secondary**

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
110 Administration/Supervision	Secondary Consortium Lead										\$11,403.00	\$11,403.00
140 Licensed Classroom Teacher	Teacher on Special Assignment										\$19,888.00	\$19,888.00
185 Other Salary Payments (licensed or certified)	Timesheet hours for licensed staff								\$2,000.00			\$2,000.00
186 Other Salary Payments (non-licensed or non-certified)	Timesheet hours for CTE student employees											\$2,500.00
<b>100's Personnel/Salary</b>	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,000.00	\$0.00	\$31,291.00	\$35,791.00
210 FICA/Medicare	Benefits for Perkins Lead/TOSA and timesheets						\$188.75		\$151.00		\$2,393.00	\$2,732.75
214 PERA (Public Employees Retirement Association)	Benefits for Perkins Lead/TOSA and timesheets											\$0.00
218 TRA (Teachers Retirement Association)	Benefits for Perkins Lead/TOSA and timesheets								\$166.80		\$2,363.00	\$2,529.80
220 Health Insurance	Benefits for Perkins Lead/TOSA and timesheets										\$2,389.00	\$2,389.00
230 Life Insurance	Benefits for Perkins Lead/TOSA and timesheets										\$338.00	\$338.00
235 Dental Insurance	Benefits for Perkins Lead/TOSA and timesheets										\$12.00	\$12.00
250 Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	Benefits for Perkins Lead/TOSA and timesheets										\$55.00	\$55.00
270 Workers Compensation	Benefits for Perkins Lead/TOSA and timesheets						\$13.75		\$11.00		\$159.00	\$183.75
<b>200's Personnel/Non-Salary</b>	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$202.50	\$0.00	\$328.80	\$0.00	\$7,709.00	\$8,240.30
303 Federal Subawards and Subcontracts - Amount up to \$25,000	191 Reimbursement of expenses				\$25,000.00							\$25,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	191 Reimbursement of expenses		\$15,000.00		\$550.00		\$31,400.00		\$14,300.00			\$61,250.00
304Federal Subawards and Subcontracts - Amount over \$25,000	194 Reimbursement of expenses		\$6,000.00		\$19,000.00							\$25,000.00
304Federal Subawards and Subcontracts - Amount over \$25,000	194 Reimbursement of expenses		\$9,000.00				\$36,600.00		\$18,700.00			\$64,300.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	196 Contracts for TSA/Certifications, Articulation, Subs, Grant Management Support, PD/Licensure Academy				\$10,000.00		\$5,000.00	\$10,000.00	\$9,500.00		\$7,500.00	\$42,000.00
365 Interdepartmental Transportation (Allocation)	Field trips, Student Orgs						\$17,847.50					\$17,847.50
366 Travel, Conventions and Conferences	Advisor Registration/Student Orgs, professional development						\$12,837.81		\$17,671.20		\$3,800.00	\$34,309.01
368 Out-Of-State Travel, Federal Reimbursed												\$0.00
370 Operating Leases or Rentals	Room Rental for MiniConference						\$250.00					\$250.00
<b>300's Services/Subawards</b>	SUBTOTAL	\$0.00	\$30,000.00	\$0.00	\$54,550.00	\$0.00	\$103,935.31	\$10,000.00	\$60,171.20	\$0.00	\$11,300.00	\$269,956.51
401 Supplies and Materials - Non Instructional			\$1,000.00									\$1,000.00
433 Supplies and Materials - Individualized Instruction			\$1,000.00									\$1,000.00
461 Standardized Tests	TSA/Certification exam fees				\$12,550.00							\$12,550.00
490 Food	Food for MiniConference						\$200.00					\$200.00
												\$0.00
												\$0.00
												\$0.00
<b>400's Supplies/Material</b>	SUBTOTAL	\$0.00	\$2,000.00	\$0.00	\$12,550.00	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,750.00
530 Other Equipment Purchased	TBD Equipment for CTE program		\$3,000.00									\$3,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>500's Capital/Equipment</b>	SUBTOTAL	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
<b>895 Federal and Nonpublic Indirect Cost [Chargeback]—No more than 5%</b>												

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

[illegible]

**South Metro Perkins Consortium**

**Reserve Funding--Secondary**

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Science Programs	
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$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	Contracts to proctor Certifications		\$5,000.00	\$5,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	191/194 TBD Equipment to support Health Science programs		\$2,500.00	\$2,500.00
366 Travel, Conventions and Conferences	Professional Development/Licensure Academy - Lakes Country Coop		\$8,000.00	\$8,000.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$15,500.00	\$15,500.00
401 Supplies and Materials - Non Instructional			\$500.00	\$500.00
433 Supplies and Materials - Individualized Instruction			\$11,477.20	\$11,477.20
461 Standardized Tests	TSA/Certifications		\$5,000.00	\$5,000.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$16,977.20	\$16,977.20
530 Other Equipment Purchased	TBD Equipment to support Health Science programs		\$2,500.00	\$2,500.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$2,500.00	\$2,500.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$1,081.77
2025-2026 Proposed Budget		\$0.00	\$34,977.20	\$36,058.97

\$0.00

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 each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

\*.25 FTE CTE Teacher on Special Assignment (TOSA) will be hired to support the work of the grant including curriculum work with staff, data collection of Perkins funded activities, and development of required documents (ie. CLNA, APR, Application).

OBJ 140 / 200's = Total Expense \$25,000

Narrative 10: Consortium Governance / CLNA: Element 4

\*.094 FTE South Metro Perkins Lead will be hired to lead the required work of the consortium including supporting the member districts.

OBJ 140 / 200's = Total Expense \$14,000

Narrative 10: Consortium Governance / CLNA: Element 4

\*Timesheets for licensed CTE approved staff for time spent outside of the contracted day for professional development and curriculum development work.

OBJ 185 / 200's = Total Expense \$2328.80

Narrative 8: Support to Professionals / CLNA: Element 2,3,4

\*Timesheets for non-licensed staff (student employees) for paid district work within CTE programs.

OBJ 186 / 200's = Total Expense \$2702.5

Narrative 6: Work Based Learning / CLNA: Element 2,3

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

\* Payments to Lakeville and Burnsville for Perkins allowable expenses including equipment identified in application (Niryo robotic arm, laser engraver, proofing cabinets, rice cooker/warmer, commercial dehydrator, sheeter, stand mixer, embroidery machine).

OBJ 303 / 304 = Total Expense \$175,550

Narrative 2,4,6,8 / CLNA: Element 2,3,4,5

\* Payments to vendors for Perkins allowable expenses related to TSA/Certifications, Articulation, Subs, Grant Management Support, PD/Licensure Academy

OBJ 303 / 304 = Total Expense \$42,000

Narrative 4, 6, 7, 8, 10 / CLNA: Element 2,3,4,5

\* Student transportation costs for CTSO's, field trips and other experiential learning opportunities.

OBJ 365 = Total Expense \$17,847.50

Narrative 6: Work Based Learning / CLNA: Element 2,3

\* Costs associated with staff attending CTE related professional development (ie. registration, hotel, mileage)

OBJ 366 = Total Expense \$34309.01

Narrative 6, 8, 10 / CLNA: Element 2,3,4

\* Room rental for Business MiniConference (opportunity for students to meet speakers from various industries in a roundtable, half day experience)

OBJ 370 = Total Expense \$250

Narrative 6: Work Based Learning / CLNA: Element 2,3

## SECONDARY Narrative for Perkins V Application

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

\* Non-Instructional supplies to support professional develop sessions and mini-conference.

OBJ 401 = Total Expense \$1000

Narrative 2: POS / CLNA: Element 2

\* Non-consumable Instructional supplies to curriculum and instruction within programs of study.

OBJ 433 = Total Expense \$1000

Narrative 2: POS / CLNA: Element 2

\* Costs to support TSA/Certification Exams for programs of study.

OBJ 461 = Total Expense \$12550

Narrative 4: POS / CLNA: Element 1

\* Food for all day event with working lunch for students and guest speakers (mini-conference)

OBJ 490 = Total Expense \$200

Narrative 6: POS / CLNA: Element 2,3

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

\* Equipment purchases (with prior approval) to support programs of study. Items have not been identified at this time.

OBJ 530 = Total Expense \$2000

Narrative 2: POS / CLNA: Element 2

## **SECONDARY Narrative for Perkins V Application**

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

\* Indirect Cost (Percentage against allowable expenses as determined by MDE) – projected rate = 3%

OBJ 895 = Total Expense \$10259.93

Narrative / CLNA: Not Applicable

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

\* Contracts for vendors/proctors for certification exams aligned with Certified Nursing Assistant and First Responder.

OBJ 303 = Total Expense \$5000

Narrative 4, 11: POS / CLNA: Element 1

\* Payments to Lakeville and Burnsville for Perkins allowable expenses including equipment (2-blood pressure arms in application)

OBJ 303= Total Expense \$2500

Narrative 2,11 / CLNA: Element 2,3

\* Costs associated with Health Science staff attending CTE related professional development (ie. registration, hotel, mileage) including offerings through a partnership with Lakes County Coop licensure academy

OBJ 366 = Total Expense \$8000

Narrative 8,11 / CLNA: Element 2,3,4

\* Non-Instructional supplies to Health Science POS.

OBJ 401 = Total Expense \$500

Narrative 4, 11: POS / CLNA: Element 1

\* Non-consumable instructional supplies (curriculum/instruction materials) within the Health Science program of study.

OBJ 433= Total Expense \$11477.20

Narrative 2,11 / CLNA: Element 2,3

\* Costs to support TSA/Certification Exams within the Health Science program of study.

OBJ 461 = Total Expense \$5000

Narrative 4, 11: POS / CLNA: Element 1

\* Health Science related equipment purchases (with prior approval) to support programs of study. Items have not been identified at this time.

OBJ 530 = Total Expense \$2500

Narrative 2,11 / CLNA: Element 2,3

\* Indirect Cost (Percentage against allowable expenses as determined by MDE) – projected rate = 3%

### Narrative Funding--Postsecondary

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
	Perkins Coordinator										\$45,310.00	\$45,310.00
	Nursing Tutor				\$25,000.00							\$25,000.00
	Accessibility support for CTE					\$35,000.00						\$35,000.00
	Immersive lab Coordinator		\$15,000.00									\$15,000.00
	K12 Navigator Coordinator										\$45,558.00	\$45,558.00
	Director K12 Partnerships										\$39,816.00	\$39,816.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$15,000.00	\$0.00	\$25,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$130,684.00	\$205,684.00
	Program Development - healthcare and manufacturing		\$17,790.00									\$17,790.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$17,790.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,790.00
	Perkins So Metro Consortium Days		\$4,000.00									\$4,000.00
	Buses for HS Trips to IHCC		\$7,000.00									\$7,000.00
	CE Program Training Days							\$2,000.00				\$2,000.00
	CTE Works/Professional Development								\$9,000.99			\$9,000.99
												\$0.00
												\$0.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$11,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$9,000.99	\$0.00	\$0.00	\$22,000.99
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												\$0.00
2025-2026 Proposed Budget		\$0.00	\$43,790.00	\$0.00	\$25,000.00	\$35,000.00	\$0.00	\$2,000.00	\$9,000.99	\$0.00	\$130,684.00	\$245,474.99

[illegible]



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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Science Programs	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
Equipment	Equipment purchases to bring to industry standard in Healthcare and manufacturing		\$36,058.97	\$36,058.97
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$36,058.97	\$36,058.97
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2025-2026 Proposed Budget		\$0.00	\$36,058.97	\$36,058.97

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	Healthcare and Manufacturing
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors	✓	Healthcare and

or occupations.	^	Manufacturing
Support integration of academic skills into CTE programs and programs of study.	X	Healthcare and Manufacturing
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	Healthcare and Manufacturing
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

## POSTSECONDARY Narrative for Perkins V Application

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

(1) item/expenditure requested; **Perkins Coordinator**

(2) budget amount requested; **45,310**

(3) identification of which narrative(s) requested item is applied to **Governance**

(4) need identified in CLNA addressed with the expenditure. **IHCC will focus funds on Perkins leadership in order to align work between secondary and postsecondary and be visionary while bringing two consortium together** (1) item/expenditure requested; Nursing/CTE Tutor

(2) budget amount requested; **25,000**

(3) identification of which narrative(s) requested item is applied to; and Integrated Academic and Technical Skills

(4) need identified in CLNA addressed with the expenditure. IHCC has funded tutors that focus on CTE areas, **this is a newer position and has been very well received in the short time funded.** (1) item/expenditure requested; Disability Services

(2) budget amount requested; **35,000**

(3) identification of which narrative(s) requested item is applied to; and Special Populations

(4) need identified in CLNA addressed with the expenditure. IHCC supports the Office for Accessibility Resources who uses Perkins funds to help CTE students navigate the overwhelming transition process, assist in accommodation implementation and reduce barriers to academic success for students with disabilities and/or students on academic warning or suspension. (1) item/expenditure requested; **Immersive coordinator**

(2) budget amount requested; **15,000**

(3) identification of which narrative(s) requested item is applied to; **Programs of Study**

(4) need identified in CLNA addressed with the expenditure. **IHCC is piloting a position to maximize the use of the immersive lab and other technology areas for CTE. This position was strongly recommended by advisory boards as we aren't maximizing the possibilities with the technologies.** (1) item/expenditure requested; K12 Director and Coordinator/**Navigator**

(2) budget amount requested; **39,816, 45,558**

(3) identification of which narrative(s) requested item is applied to; and **Governance**

(4) need identified IHCC continues to use these dollars to support the positions that complete the work in the Perkins plan.

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

IHCC - 17,790 and (36,058 -see Reserve Dollars) - Will be used to develop and improve programming in the areas of healthcare and manufacturing as noted by the labor market data in the CLNA.

#### **POSTSECONDARY Narrative for Perkins V Application**

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

(1) item/expenditure requested; Perkins Consortium Days  
 (2) budget amount requested; 4000  
 (3) identification of which narrative(s) requested item is applied to; POS  
 (4) need identified The South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School Kickoff events hosted at IHCC. These meetings have an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops. The teachers within the South Metro Consortia believe that we need to continue this important practice.

(1) item/expenditure requested; Buses for High School Trips to Campus  
 (2) budget amount requested; 7000  
 (3) identification of which narrative(s) requested item is applied to; and Programs of Study could be considered early college also  
 (4) need identified Transportation continues to be a major barrier for students to attend specialized training and workforce experiences – and – this is seen as a part of the recruitment process for students to attend CTE and general programs at IHCC.

(1) item/expenditure requested; CEP Training Day  
 (2) budget amount requested; 2000  
 (3) identification of which narrative(s) requested item is applied to; and Early College  
 (4) need identified IHCC's portfolio of CE and Contract courses continues to expand. The goal is to expand these offerings in as many high schools as possible due to the workforce need and the opportunity for the students to find out if they are interested in pursuing health careers after they complete high school. IHCC supports the development of CTE high school instructors through the fall consortium kick off held on campus and the Fall Professional Development Day for the Concurrent Enrollment high school and college faculty that includes process information and curriculum and assessment alignment.

(1) item/expenditure requested; CTE Works and Professional Development  
 (2) budget amount requested; 9000.99  
 (3) identification of which narrative(s) requested item is applied to; and Support for Professionals  
 (4) need identified IHCC continues to use these dollars to support the positions that complete the work in the Perkins plan.

*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.*

n/a

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

(1) item/expenditure requested; Equipment for Healthcare and Manufacturing

(2) budget amount requested; 36,058

(3) identification of which narrative(s) requested item is applied to; POS

(4) need identified IHCC will align its work with secondary in the areas of healthcare and manufacturing

# Consortium Plan: Budget Summary 2022-2023

<div> <div>South Metro Perkins Consortium</div> <div> July 1, 2025 - June 30, 2026 (FY26)  Budget by Application Narratives </div> </div>				
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 2: Programs of Study	Secondary	\$35,000.00		\$35,000.00
	Postsecondary		\$43,790.00	\$43,790.00
	<b>Total</b>	<b>\$35,000.00</b>	<b>\$43,790.00</b>	<b>\$78,790.00</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$67,100.00		\$67,100.00
	Postsecondary		\$25,000.00	\$25,000.00
	<b>Total</b>	<b>\$67,100.00</b>	<b>\$25,000.00</b>	<b>\$92,100.00</b>
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$35,000.00	\$35,000.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$35,000.00</b>	<b>\$35,000.00</b>
Narrative 6: Work - Based Learning	Secondary	\$106,837.81		\$106,837.81
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$106,837.81</b>	<b>\$0.00</b>	<b>\$106,837.81</b>
Narrative 7: Early College	Secondary	\$10,000.00		\$10,000.00
	Postsecondary		\$2,000.00	\$2,000.00
	<b>Total</b>	<b>\$10,000.00</b>	<b>\$2,000.00</b>	<b>\$12,000.00</b>
Narrative 8: Support for Professionals	Secondary	\$62,500.00		\$62,500.00
	Postsecondary		\$9,000.99	\$9,000.99
	<b>Total</b>	<b>\$62,500.00</b>	<b>\$9,000.99</b>	<b>\$71,500.99</b>
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 10: Governance	Secondary	\$60,559.93		\$60,559.93
	Postsecondary		\$130,684.00	\$130,684.00
	<b>Total</b>	<b>\$60,559.93</b>	<b>\$130,684.00</b>	<b>\$191,243.93</b>
Narrative 11: Reserve Funds	Secondary	\$36,058.97		\$36,058.97
	Postsecondary		\$36,058.97	\$36,058.97
	<b>Total</b>	<b>\$36,058.97</b>	<b>\$36,058.97</b>	<b>\$72,117.94</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$11,341.70		\$11,341.70
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$11,341.70</b>	<b>\$0.00</b>	<b>\$11,341.70</b>
PLAN TOTALS	Secondary	\$378,056.71		\$378,056.71
	Postsecondary		\$281,533.96	\$281,533.96
	<b>Total</b>	<b>\$378,056.71</b>	<b>\$281,533.96</b>	<b>\$659,590.67</b>

## COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$341,997.74	\$36,058.97	\$378,056.71
Budget <b>Over/Short</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Postsecondary Allocation	\$245,474.99	\$36,058.97	\$281,533.96
Budget <b>Over/Short</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

# Completing the Program of Study Spreadsheet

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

### South Metro

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 <b>(no more than THREE POS)</b> <b>--LIST THESE POS FIRST--</b>	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 <b>(no more than THREE POS)</b> <b>--LIST THESE POS NEXT--</b>	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 <b>(either 3 POS, or 4 if no Reserve)</b> <b>--LIST THESE POS NEXT--</b>	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds <b>(OPTIONAL)</b> <b>--LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--</b>	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 Metro 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]

Nandi Rieck

[Secondary Consortium Leader]

Allison Chuick

[Postsecondary Consortium Leader]

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

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

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

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

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

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



South Metro	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Arts_Communications_Information_Systems
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Business_Management_and_Administration	Business_Management_and_Administration	Finance	Finance	Marketing	Marketing	Business_Management_and_Administration	Business_Management_and_Administration	Information_Technology
Career Pathway	Animal_Systems	Animal_Systems	General_Management	General_Management	Accounting	Accounting	Marketing_Management	Marketing_Management	Administrative_Support	Administrative_Support	Programming_and_Software_Development
High Schools & Approved CTE Programs (Table C)	(019901) Rosemount Apple Valley Eagan		(140710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(140710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(140710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(140710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(171512) Rosemount (140710) Burnsville, Rosemount
Postsecondary Partner Institutions	Dakota_County_Technical_College_005	Institution Not on List (See Narrative)	Dakota_County_Technical_College_025	Inver_Hills_Community_College_025	Inver_Hills_Community_College_001	Dakota_County_Technical_College_001	Dakota_County_Technical_College_043	Please Select...	Inver_Hills_Community_College_003	Dakota_County_Technical_College_003	Dakota_County_Technical_College_059
Postsecondary CTE Program #1	Veterinary Technician	Please Select...	Business Administration	Business Transfer Pathway	Accounting Transfer Pathway	Accountant	Digital Marketing Specialist	Please Select...	Office Technology	Administrative Assistant	Desktop Programming
Postsecondary CTE Program #2		Please Select...	Business Management	Contemporary Business		Accounting Clerk	Marketing	Please Select...		Executive Administrative Specialist	Software Development
Postsecondary CTE Program #3		Please Select...	Small Business Entrepreneur	Customer Service		Small Business Accounting		Please Select...		Microsoft Office Applications Management	Web Programming
Dual Enrollment Opportunities	Yes		Yes		Yes		Yes		Yes		Yes
Recognized Secondary Credentials:											
Approved Work-based Learning Programs	(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan
	(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan
			(149090) Rosemount-Apple Valley-Eagan		(149090) Rosemount-Apple Valley-Eagan		(149090) Rosemount-Apple Valley-Eagan		(149090) Rosemount-Apple Valley-Eagan		(149090) Rosemount-Apple Valley-Eagan
Certification and Industry Recognized Credential	Precision Exams: Animal Science 1										
Recognized Postsecondary Credentials:											
Academic Award	AAS		AAS Business Management, Certificates and Diplomas	AS Business, AAS Contemporary Business Practice, Certificates	AS Accounting, Certificates and Diplomas	AAS Accounting	AS Marketing		Certificate	AAS Executive Administrative Specialist, Diploma and Certificate	AAS Software Development, Diplomas and Certificates; AAS Information System Mgmt, Diploma
	Veterinary Technology Internship, Veterinary Technician Capstone										
Licensure, Certifications, and/or Industry Recognized Credentials	VTNE (Veterinary Technician National Exam)										
196 - Zoos, Aquariums, and Small Animal Care 196 - College in the Schools: Animal Science			191 - Introduction to Business & Marketing 191 - Entrepreneurship 194 - Career Investigations 194 - Business Communication 194 - Entrepreneurship 196 - Introduction to Business 196 - Business Management 196 - International Business 196 - Personal and Business Law 196 - Entrepreneurship - 196 - Advanced Business & Marketing Seminar A, B, C, D 196 - Advanced Business & Marketing Internship A, B, C, D			191 - Accounting 191 - Personal Money Management 194 - Accounting 1 196 - Accounting A - C 196 - Accounting A - D 196 - Personal Money Management			191 - Marketing I 191 - Marketing II 191 - Sports & Entertainment Marketing 194 - Marketing 1 196 - Marketing A - C 196 - Marketing A - D 196 - Sports Marketing A-C 196 - Sports Marketing A-D		
									194 - Word Processing/Keyboarding 196 - Keyboarding & Computer Applications A-C 196 - Keyboarding & Computer Applications A- D		
									191 - Introduction to Computers 191 - Computer Applications 191 - Web Design 191 - Programming I 191 - Advanced Programming 191 - Advanced Placement Computer Science 191 - Multimedia Animation 196 - IT Exploration A-B 196 - Introduction to Computer Programming 196 - AP Computer Science Principles 196 - Hardware/Software/Game Design 196 - Networking and CyberSecurity		

South Metro	gnized POS 6	State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Human_Services	Human_Services	Human_Services	Human_Services	Human_Services	Human_Services	Business_Management_Administration
Career Cluster	Information_Technology	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Education_and_Training	Education_and_Training	Human_Services_Pathway	Human_Services_Pathway	Human_Services_Pathway	Human_Services_Pathway	Hospitality_and_Tourism
Career Pathway	Programming_and_Software_Development	Audio_Video_Technology_and_Film	Audio_Video_Technology_and_Film	Teaching_Training	Teaching_Training	Early_Childhood_Development_and_Services	Early_Childhood_Development_and_Services	Family_and_Community_Services	Family_and_Community_Services	Restaurants_and_Food_Beverage_Services
High Schools & Approved CTE Programs (Table C)	nt-Apple Valley-Eagan mOUNT-Apple Valley-Eagan	(140710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan (090301) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan
	Inver_Hills_Community_College_059	Hennepin_Technical_College_006		Inver_Hills_Community_College_071	Dakota_County_Technical_College_071	Dakota_County_Technical_College_017	Inver_Hills_Community_College_017	Inver_Hills_Community_College_022		Saint_Paul_College_064
	Computer Programmer			Education Foundations	Early Childhood Education Transfer Pathway	Child and Family Studies	Child Care Teacher	Human Services Assistant		Culinary Arts
	Advanced Network Technology			Elementary Education Foundations Transfer Pathway	Please Select...	Early Childhood and Youth Development	Please Select...	Pre-Social Work Transfer Pathway		
	Network and Cybersecurity Operations			Special Education Transfer Pathway	Please Select...		Please Select...			
Dual Enrollment Opportunities	Yes	Yes		Yes		Yes		Yes		Yes
Recognized Secondary Credentials:										
Approved Work-based Learning Programs	Lakeville, Rosemount-Apple Valley-Eagan	(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan
	je, Rosemount-Apple Valley-Eagan	(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan
	nt-Apple Valley-Eagan	(149090) Rosemount-Apple Valley-Eagan								
Certification and Industry Recognized Credential										Serv
Recognized Postsecondary Credentials:										
Academic Award	AAS Computer Programmer			AS Elementary Education Foundations	AS Early Childhood Education Transfer Pathway, Diploma and Certificate	AAS Early Childhood & Youth Development, Diploma and Certificate		AS Pre-Social Work		
Work-based Learning										
Licensure, Certifications, and/or Industry Recognized Credentials										
		196 - Irish Update 196 - Music Production		196 -Introduction to Teacher Education		191 -Child Growth and Development 191 -Child Psychology and Development I 191 -Child Psychology and Development II 191 -PreSchool Lab 194 -Child Development 1 194 -Child Development 2 196 -Child Development		191 -Social and Family Relations 194 -Independent Living 196 - Relationships 196 -Life 101: Independent Living		191 -Allergen Friendly Cooking 191 -Baking and Pastry 191 -Chef I 191 -Chef II 191 -Chef III 191 -Cooking in Motion 191 -Foundations of Food 191 -Global Foods 194 -Advanced Foods 194 -Baking and Pastries 194 -Introduction to Culinary 196 -Everyday Cooking 196 -FIT Foods/FIT Cooking 196 -Global Cuisine 196 -Gourmet Foods 196 -International Cooking 196-Hospitality
ence										
ming										

South Metro	ized POS 11	State-Recognized POS 12		State-Recognized POS 13		State-Recognized POS 14		State-Recognized POS 15		State-Recognized POS 16
Career Field	Business_Management_Administratio n	Human_Services	Human_Services	Health_Science_Technology	Health_Science_Technology	Human_Services	Human_Services	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y
Career Cluster	Hospitality_and_Tourism	Arts_Audio_Video_Technology_and_C ommunications	Arts_Audio_Video_Technology_and_C ommunications	Health_Science	Health_Science	Law_Public_Safety_Corrections_and_S ecurity	Law_Public_Safety_Corrections_and_S ecurity	Architecture_and_Construction	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Restaurants_and_Food_Beverage_Serv ices	Visual_Arts	Visual_Arts	Therapeutic_Services	Therapeutic_Services	Emergency_and_Fire_Management_S ervices	Emergency_and_Fire_Management_S ervices	Design_PreConstruction	Design_PreConstruction	Construction
High Schools & Approved CTE Programs (Table C)	eville, Rosemount-Apple Valley-Eagan lle-Eagan-Savage	(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(070300) Burnsville-Eagan- Savage, Lakeville, Rosemount-Apple Valley-Eagan		(070300) Burnsville-Eagan- Savage, Lakeville, Rosemount-Apple Valley-Eagan		(171000) Rosemount-Apple Valley-Eagan (171502) Lakeville (171710) Burnsville (090101) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(171000) Burnsville, Lakeville, f
Postsecondary Partner Institutions Postsecondary CTE Program #1 Postsecondary CTE Program #2 Postsecondary CTE Program #3	Please Select...	Alexandria_Technical_Community_Coll ege_077		Inver_Hills_Community_College_073	Dakota_County_Technical_College_07 3		Inver_Hills_Community_College_018	Dakota_County_Technical_College_015	Dakota_County_Technical_College_015	Dakota_County_Technical_College_011
	Please Select...			Exercise Science Transfer Pathway	Medical Assistant		Emergency Medical Services	Interior Design	Architectural Drafting	Electrical Construction and Maintenance Technology
	Please Select...			Nursing	Nursing Assistant		Emergency Medical Technician	Interior Design: NCIDQ Pathway	Architectural Technology	Construction Management
	Please Select...			Nursing Assistant	Practical Nursing		Paramedic		Civil Engineering and Land Survey Technology	Construction Codes and Inspection
Dual Enrollment Opportunities		Yes		Yes		Yes		Yes		Y
Recognized Secondary Credentials:										
Approved Work-based Learning Programs	eville, Rosemount-Apple Valley-Eagan	(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lak
	, Rosemount-Apple Valley-Eagan	(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(000750) Burnsville-Eagan-Savage
Certification and Industry Recognized Credential	Safe									
Recognized Postsecondary Credentials:										
Academic Award				AS Nursing, Certificate; AS Exercise Science	AAS Medical Assistant, Diploma; Practical Nursing Diploma; NA Diploma		AS EMS; Paramedic Diploma; EMT Certificate; Community Paramedic Certificate	AAS Interior Design; NCIDQ Certificate	AAS Architectural Technology; Architectural Drafting Certificate; AAS Civil Engineering and Land Survey, Certificate	AAS Electrical Construction & Maintenance, Diploma; AS Construction Management, AAS Construction Management; Construction Codes and
Work-based Learning										
Licensure, Certifications, and/or Industry Recognized Credentials										
		191 -Fashion Design I 191 -Fashion Design II 191 -Housing and Interior Design 191 -Housing and Interior Design II 191 -Upcycling and Embelishing 194 -Fashion Design 196 -Fashion Design Trends 196 -Interior Design A/1		191 -Concurrent Nursing Assistant 191 -Health Care Core Curriculum 191 -Nursing Assistant 194 -Certified Nursing Assistant 194 -Internal Anatomy & Physiology 194 -Structural Anatomy & Physiology 196 -Certified Nursing Assistant 196 -Medical and Healthcare Careers		191 -First Aid/CPR 191 -Emergency Medical Responder 191 -Emergency Medical Responder Concurrent 191 -Emergeny Medical Technician 196 -Emergency Medical Services 196 -Emergency Services- Fire Fighting 196 -Emergency Services - Law Enforcement 196 -Advanced Emergency Services		191 - Civil Engineering and Architecture 194 - Architecture 1 196 - Intro to Drafting 196 - Architecture and Landscape Design Lab		191 - Construction Trades 1 191 - Construction Trades 2 191 - Advanced Woodworking 194 - Building Construction/Applied Architect 194 - Electricity and Electronics 1 194 - Woods 1 194 - Woods 2 194 - Woods 3 196 - Problem Solving and Home Repair 196 - Intro to Woods Technology 196 - Cabinet Making 196 - Sports Equipment 196 - Woods Design Lab 196 - Intro to Metals Technology 196 - Construction Trades A-C

South Metro	ized POS 16	State-Recognized POS 17		State-Recognized POS 18		State-Recognized POS 19		State-Recognized POS 20	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Architecture_and_Construction	Manufacturing	Manufacturing	STEM	STEM	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Construction	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Engineering_and_Technology	Engineering_and_Technology	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Transportation_Operations	Transportation_Operations
High Schools & Approved CTE Programs (Table C)	Rosemount-Apple Valley-Eagan	(171710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(170302) Lakeville (171000) Rosemount-Apple Valley-Eagan (171502) Lakeville (171710) Burnsville, Lakeville		(170302) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(170400) Rosemount-Apple Valley-Eagan	
Postsecondary Partner Institutions	Inver_Hills_Community_College_011		Dakota_County_Technical_College_041	Dakota_County_Technical_College_019	Inver_Hills_Community_College_019	Dakota_County_Technical_College_021	Dakota_County_Technical_College_021	Rochester_Community_Technical_College_074	Please Select...
Postsecondary CTE Program #1	Construction Management		Industrial Engineering Technology		Engineering Fundamentals	Automotive Service Technology	Automotive Electronics	Aviation Pilot	Please Select...
Postsecondary CTE Program #2	Please Select...				Please Select...	Automotive Service (ASEP)	Body Technician		Please Select...
Postsecondary CTE Program #3	Please Select...				Please Select...	Automotive Powertrain	Please Select...		Please Select...
Dual Enrollment Opportunities	Yes	Yes		Yes		Yes		Yes	
Recognized Secondary Credentials:									
Approved Work-based Learning Programs	Lakeville, Rosemount-Apple Valley-Eagan Burnsville, Rosemount-Apple Valley-Eagan	(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan  (000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan  (000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan  (000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan		(009090) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan  (000750) Burnsville-Eagan-Savage, Rosemount-Apple Valley-Eagan	
Certification and Industry Recognized Credential									
Recognized Postsecondary Credentials:									
Academic Award			AAS Industrial Engineering Technician		AS Engineering Fundamentals	AAS Automtove Service Technology; AAS ASEP	AAS Auto Body Collision Technology; Diploma and Certificate		
Work-based Learning									
Licensure, Certifications, and/or Industry Recognized Credentials									
ure		191 - Introduction to Engineering 191 - Principles of Engineering 191 - Engineering Design and Development 191 - Manufacturing Design and Fabrication 191 - Adv Manufacturing Design and Fabrication 194 - Engineering & Innovation 1 194 - Engineering Your Future 1 194 - Engineering Your Future 2 194 - Engineering Your Future 3 194 - Engineering & Innovation 1 194 - Engineering & Innovation 1 194 - Manufacturing, Metals & Welding 1 194 - Manufacturing, Metals & Welding 2 194 - Manufacturing, Metals & Welding 3 194 - Manufacturing, Metals & Welding 4 194 - Robotics 194 - Robotics 194 - STEM Capstone		194 - Engine Technology 1 194 - Engineering & Innovation 2 194 - Advanced Design and Manufacturing: Capstone 2 196 - Engineering Design 196 - Fab Lab Essentials 196 - Advanced Fab Lab		191 - Intro to Consumer Auto 191 - Automotive Technology MLR1 191 - Automotive Technology MLR2 191 - Automotive Technology MLR 3 191 - Automotive Technology MLR 4 191 - Welding/Autobody and Refinishing 196 - Intro to Transportation 196 - Small Engines 196 - Vehicle Services		196 - Aviation Exploration 196 - Aviation/ Ground School	

South Metro	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Manufacturing	Manufacturing
Career Pathway	General_Management	General_Management	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development
High Schools & Approved CTE Programs (Table C)	(140710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan		(171710) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan	
Postsecondary Partner Institutions	Dakota_County_Technical_College_025	Inver_Hills_Community_College_025		Dakota_County_Technical_College_041
Postsecondary CTE Program #1	Business Administration	Business Transfer Pathway		Industrial Engineering Technology
Postsecondary CTE Program #2	Business Management	Contemporary Business		
Postsecondary CTE Program #3	Small Business Entrepreneur	Customer Service		
State-Recognized	Yes			
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Accounting, Personal Finance, Marketing, Computer Applications		Engineering, Fab Lab	

South Metro	POS 3		POS 4	
Career Field	Business_Management_Administration	Business_Management_Administration	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Hospitality_and_Tourism	Hospitality_and_Tourism	Information_Technology	Information_Technology
Career Pathway	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Programming_and_Software_Development	Programming_and_Software_Development
High Schools & Approved CTE Programs (Table C)	(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan (090301) Burnsville-Eagan-Savage		(171512) Rosemount-Apple Valley-Eagan (140710) Burnsville, Rosemount-Apple Valley-Eagan	
Postsecondary Partner Institutions	Saint_Paul_College_064	Please Select...	Dakota_County_Technical_College_059	Inver_Hills_Community_College_059
Postsecondary CTE Program #1	Culinary Arts	Please Select...	Desktop Programming	Computer Programmer
Postsecondary CTE Program #2		Please Select...	Software Development	Advanced Network Technology
Postsecondary CTE Program #3		Please Select...	Web Programming	Network and Cybersecurity Operations
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			Irish Update, Music Production	

South Metro	POS 5		POS 6	
Career Field	Human_Services	Human_Services	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Human_Services_Pathway	Human_Services_Pathway	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Early_Childhood_Development_and_Services	Early_Childhood_Development_and_Services	Construction	Construction
High Schools & Approved CTE Programs (Table C)	(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(171000) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan	
Postsecondary Partner Institutions	Dakota_County_Technical_College_017	Inver_Hills_Community_College_017	Dakota_County_Technical_College_011	Inver_Hills_Community_College_011
Postsecondary CTE Program #1	Child and Family Studies	Child Care Teacher	Electrical Construction and Maintenance Technology	Construction Management
Postsecondary CTE Program #2	Early Childhood and Youth Development	Please Select...	Construction Management	Please Select...
Postsecondary CTE Program #3		Please Select...	Construction Codes and Inspection	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)	Intro to Teacher Education, Interpersonal Relationships, Independent Living		Drafting, Architecture, Civil Engineering, Landscape Design	

South Metro	POS 7		POS 8	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Animal_Systems	Animal_Systems	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	(019901) Rosemount Apple Valley Eagan		(170302) Burnsville, Lakeville, Rosemount-Apple Valley-Eagan	
Postsecondary Partner Institutions	Dakota_County_Technical_College_005	Institution Not on List (See Narrative)	Dakota_County_Technical_College_021	Dakota_County_Technical_College_021
Postsecondary CTE Program #1	Veterinary Technician	Please Select...	Automotive Service Technology	Automotive Electronics
Postsecondary CTE Program #2		Please Select...	Automotive Service (ASEP)	Body Technician
Postsecondary CTE Program #3		Please Select...	Automotive Powertrain	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)			Intro to Aviation, Aviation & Ground School	



South Metro	POS 9		POS 10	
Career Field	Human_Services	Human_Services	Health_Science_Technology	Health_Science_Technology
Career Cluster	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Health_Science	Health_Science
Career Pathway	Visual_Arts	Visual_Arts	Therapeutic_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	(090101) Burnsville-Eagan-Savage, Lakeville, Rosemount-Apple Valley-Eagan		(070300) Burnsville-Eagan- Savage, Lakeville, Rosemount-Apple Valley-Eagan	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_077		Inver_Hills_Community_College_073	Dakota_County_Technical_College_073
Postsecondary CTE Program #1			Exercise Science Transfer Pathway	Medical Assistant
Postsecondary CTE Program #2			Nursing	Nursing Assistant
Postsecondary CTE Program #3			Nursing Assistant	Practical Nursing
State-Recognized	Yes		Yes	
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)			First Aid/CPR, EMS/First Responder, EMT, Fire Fighting, Law Enforcement	

# South Metro PERKINS Equipment Inventory List

[Photo Link](#)

School Year	District	EQUIPMENT DESCRIPTION	Date of Acquisition	Original Expenditure / Percent of Grant Funding	Source of Equipment/Curriculum (Where did you buy it?)	Location of Equipment (School, room, CTE Program)	Condition of Equipment (need to review every 2 years) Excellent, Good, Fair, Poor	Physical Tag Number (when applicable)	Tag Placed on Item (*)	Final Disposition (when, where and how you got rid of something)
2022-2023	191	Medical Bed		\$1,299.00	Henry Schein	BHS Health Care	Warner-Dempsey Excellent	0001		
2022-2023	191	Roland BN-20A Printer/Cutter Versa Studio		\$6,028.41		BHS STEM	Patrie Excellent	0004		
2022-2023	196	Flight Simulators		\$8,710.00		EHS Aviation Classroom (Need new room #)	Mason Excellent	96-107		
2022-2023	196	Blood Analyzer		\$2,375.88	McKesson	EVHS Health Care	Breuer Excellent	0146-0147		
2022-2023	191	Cameras		\$3,562.00		BHS		0006-0009		
2021-2022	191	First Aid/CPR Curriculum		\$1,384.00	HeartSaver	BHS	Warner-Dempsey Excellent	0002		
2021-2022	191	EMR Curriculum		\$3,307.00	Public Safety Group	BHS	Warner-Dempsey Excellent	0003		
2021-2022	194	Real Care babies		\$2,996.85	Reality Works	LSHS FCS Lab	Bauer Excellent	37-41		
2021-2022	194	Planer		\$5,500.00	Acme Tools	LSHS	Wotalla Excellent	26		
2021-2022	196	Cholesterol Analyzer		\$2,709.84	McKesson	EVHS Health Care	Kilgore Excellent	148		
2021-2022	196	Manikin		\$2,099.95	Diamedical	SES	Anderson/Marks Excellent	86		
2021-2022	196	Rail Bed Pkg		\$11,592.00	Pocket Nurse	SES	Anderson/Marks Excellent	b&bp87-95		
2020-2021	191	Personal Finance Virtual Simulation	6/1/221	\$1,795.00	Knowledge matters	BHS	Carroll Excellent	0007		
2020-2021	191	Niryo One	4/1/2021	\$2,531.00	Niryo	BHS	Patrie Excellent	0006		
2020-2021	194	Air Dryer				LNHS		44		
2020-2021	194	CDA Prep Kit	12/1/2020	\$1,999.00	Reality Works	LNHS FCS Lab	Peterson Excellent	42-43		
2020-2021	194	CDA Prep Kit	12/1/2020	\$1,999.00	Reality Works	LSHS FCS Lab	Bauer Excellent	42-43		
2020-2021	194	Sliding Crosscut Table	10/27/2020	\$1,199.00	Acme Tools	LSHS Woodshop	Krebs Excellent	27		
2020-2021	196	Chair Manikin for dental hygiene	5/5/2021	\$2,095.00	Diamedical	EVHS Health Care	Kilgore Excellent	153		
2020-2021	196	Cast Cutter	2/1/2021	\$1,140.00	McKesson	EVHS Health Care	Kilgore/Anderson Excellent	149		
2020-2021	196	Air Compressor for Manikins	2/1/2021	\$1,595.00	Diamedical	EVHS EMS	Anderson Excellent	144		
2020-2021	196	(2) Blood Pressure Assessment Trainers	2/1/2021	\$2,678.00	Diamedical	EVHS Health Care	Kilgore/Anderson Excellent	145,		
2019-2020	196	Edison Robots		\$1,950.00		EVHS Business	Lencowski / Mohr	137-142		
2019-2020	194	JET Bandsaw		\$1,534.00		LNHS Woodshop	Baas	46		
2019-2020	194	JET Edge Sander		\$1,979.98		LNHS Woodshop	Baas	47		
2019-2020	194	JET Drill Press		\$1,999.00		LNHS Woodshop	Baas	45		
2019-2020	194	Makerbot SKETCH 3D Printer				LNHS Medical Careers	Homan	N/A ?		
2019-2020	194	Vive Pro Virtual Reality Starter Kit		\$1,399.00		LNHS Engineering Lab	Baas	65		
2019-2020	194	GameIT Software		\$1,500.00	STEM Fuse	LSHS Business	Krebs	Cloud		
2019-2020	196	Health Careers - Vitals Machine		\$2,867.44		EVHS		150		
2019-2020	196	STAT Manikin w/ SimPad & LLEAP software		\$10,882.40		SES Health Care	Kilgore	143		
2019-2020	194	Ozobots		\$1,800.00	Ozobot Shop	RHS Information Technology	Senty	133		
2019-2020	196	Electrical Trainers		\$15,984.50		THS				
2019-2020	194	xCarve								
2019-2020	196	Beds & Wheelchair		\$9,144.70				b&bp87-95		
2018-2019	191	da Vinci Color Mini 3D printer				BHS Engineering Lab	Patrie	0005		
2018-2019	194	(12) Wall Mount ProTable				LNHS Manufacturing/Welding	Baas	52-63		
2018-2019	194	Punch and Die Set				LNHS Manufacturing/Welding	Baas	48		
2018-2019	194	Sheet Metal Brake				LNHS Manufacturing/Welding	Baas	Checking sheer?		
2018-2019	194	Vex Classroom Kit				LNHS Engineering Lab	Baas	64, 66-67, 69-82		
2018-2019	194	CNCPlasmaSoftware	10/19/2018	\$495.00	SAI	LSHS		Cloud		
2017-2018	194	TECH ED TIG Welder	5/2/2018	\$2,800.00	Toll Gas & Welding	LNHS	Excellent	OLD		
2017-2018	194	TECH ED Saw Stop	5/1/2018	\$4,899.00	Rockler Hardware	LNHS	Excellent	OLD		
2017-2018	194	TECH ED Laser Engraver	9/2/2017	\$13,000.00	First Technologies	LNHS		OLD		
2017-2018	194	TECH ED Head Joint, Mobile Base, Reducer	5/2/2018	\$1,386.57	Amazon	LNHS		OLD		
2017-2018	194	User License Coreldraw Graphics	9/15/2017	\$1,479.12		LSHS		Old		
2017-2018	194	Oscilloscope Probes	3/7/2018	\$208.00	NIDA	LSHS	Excellent	Old		
2017-2018	194	Netop Vision Pro Software				LSHS		Old		
2017-2018	194	DeWalt Circular saw (X5)	10/24/2017	\$1,495.00	Acme Tools	LSHS	Excellent	021-025		
2017-2018	194	Corel Draw Graphics Software				LSHS		Old		
2017-2018	196	Urine Analyzer	1/9/2018	\$878.26		EVHS Medical Careers	Kilgore	151		
2017-2018	196	Sony HXR-NX100 Full HD NXCAM Camcorder	9/27/2017	\$3,298.00		RHS Media	Norris	134-136		
2017-2018	196	Cholesterol Analyzer	1/9/2018	\$2,065.37		EVHS Medical Careers	Kilgore	152		
2017-2018	196	Computers	12/19/2017	\$14,846.49		SES Music Production	Miller	108-116		
2016-2017	196	Music Production Software-Logic Pro	8/9/2016	\$1,500.00		AVHS/SES Music Production	Miller	cloud		
2016-2017	196	Music Production Software	9/29/2016	\$11,000.00		AVHS/SES Music Production	Miller	cloud		
2016-2017	196	Music Production Software	10/7/2016	\$5,000.00		AVHS/SES Music Production	Miller	cloud		
2016-2017	196	Project Discovery Curriculum	2/22/2017	\$10,416.00		EHS WED/H	Gustafson	119-132		
2016-2017	196	SONY ALPHA CAMERA (Old Inventory)	3/8/2017	\$1,349.95		EVHS Business	Mohr	Old		
2016-2017	196	Point of Sale equipment (Old Inventory)	10/11/2016	\$1,177.00		EVHS Business	Mohr	Old		
2016-2017	194	TECH ED CNC Router	5/3/2017	\$24,500.00		LNHS	Excellent	OLD		
2016-2017	194	TECH ED 2 Real Care Welding Simulators	6/1/2017	\$10,242.00		LNHS	Excellent	OLD		
2016-2017	194	FACS Flexible Furniture	6/1/2017	\$7,250.00	Staples Business	LNHS		OLD		
2016-2017	194	ZTE Speed Black (Boost Mobile)	9/7/2016	\$1,507.20	Amazon	LSHS	Good	Old		
2016-2017	194	Real Care babies				LSHS		Old		
2016-2017	194	FTC Field Perimeter	10/28/2016	\$595.00	AndyMark	LSHS	Good	Old		
2016-2017	194	DeWalt Battery powered Drill (woods)	3/15/2016	\$452.75	Paxton/Patterson	LSHS	Good	Old		
2016-2017	194	Color printer (STEM)				LSHS		Old		
2016-2017	194	Color Printer (FACS)				LSHS		Old		
2016-2017	194	Color printer (Business)				LSHS		Old		
2016-2017	196	Mechanics Tools set, tool boxes and benches	8/31/2016	\$15,000.00		RHS Vehicle Services	Rabanus	Old		
2016-2017	196	Go Pros	10/27/2016	\$2,100.00		RHS Business	Harrison	Old		

2015-2016	194	FACS Die Cut Machine	6/21/2016	\$1,000.00		LNHS				OLD		
2015-2016	194	FACS 6 iPads	4/7/2016	\$3,500.00		LNHS				OLD		
2015-2016	194	FACS 3 Real Care Babies	6/21/2016	\$3,000.00		LNHS				OLD		
2015-2016	194	Millematic 190 MIG Welder				LSHS				Old		
2015-2016	194	Marketing Software				LSHS				Old		
2015-2016	194	Jet, JML-1221-VS Mini Lathe (woods)	11/15/2006	\$1,564.65	Rockler	LSHS			Excellent	Old		
2015-2016	194	Computer Software				LSHS				Old		
2015-2016	194	Bench Injection, Toggle Clamp, Epoxy Mold				LSHS				Old		
2015-2016	194	(3) Tool Storage Carts				LSHS				Old		
2015-2016	194	(2) Maker Bots				LSHS				Old		
2015-2016	194	(13) 3D printers				LSHS				Old		
2015-2016	196	Uniwell Touch Screen POS complete System	8/4/2015	\$5,598.00		RHS	Business	Harrison		Old		
2015-2016	196	Training Arms	2/23/2016	\$1,144.00		RHS	Medical Careers	Kilgore		Old		
2015-2016	196	Storage Materials	3/15/2018	\$1,596.41		RHS	Vehicle Services	Rabanus		Old		
2015-2016	196	Parsons Technology/cables and fiberoptics	12/4/2015	\$6,073.00		RHS	CISCO	Senty		Old		
2015-2016	196	iPads, Cases, EMS Training Software	4/5/2016	\$1,895.00		RHS	EMS	Anderson, L		Old		
2015-2016	196	Freezer	4/28/2016	\$629.99		RHS	Medical Careers	Kilgore		Old		
2015-2016	196	Camera's and 1 lens	11/6/2015	\$4,766.95		RHS	Media	Norris		Old		
2015-2016	196	Blood Analyzer	2/23/2016	\$1,992.08		RHS	Medical Careers	Kilgore		Old		
2014-2015	196	OVERSTAYER AMPEQ-02 CHANNEL SETUP	10/8/2014	\$1,795.00		SES	Music Production	Miller		Old		
2013-2014	196	Manikan Arms	12/13/2013	\$1,030.00		Rhs	Health Care	Kilgore		Old		
2013-2014	196	Epson PL96 Projector	2/4/2014	\$782.00		SES	Music Production	Miller		Old		
2013-2014	196	Ipad with retina display 16gb	7/10/2013	\$2,495.00		T+	WEH			Old		
2009-2010	194	Porter Cable Omni Jig (woods)	2/27/2009	\$1,157.48	Rockler	LSHS			Excellent			
2008-2009	194	Hegner Scro11 Saw & Stand (woods)	2/14/2008	\$1,658.80	Midwest	LSHS			Excellent	Old		

School Year	College	Equipment Description	Number	DOP	Serial Number	PO	Amount of Purchase	Dept/Location	Condition of Equipment (need to review every 2 years) Excellent, Good, Fair, Poor	Physical Tag Number (when applicable)	Tag Placed on Item (*)	Final Disposition (when, where and how you got rid of something)
24-25	IHCC	Sonosite Bed	1				\$21,000	Nursing				
24-25	IHCC	EMS Laerdal Airway Mgmt Trainer	1				\$5,501.65	EMS				
24-25	IHCC	Megan Kelly Manikin	1				\$19,448	EMS				
22-23	IHCC	Stryker Power Pro XT Stretcher	1882149	1/5/2023	2.21E+12	PO347896	\$19,843.50					
22-23	IHCC	Sim Man Essential	1746483	2/8/2023	21306213140	PO248618	\$40,635.08					
22-23	IHCC	Birthing Bed Base Frame	1740869	2/8/2023	U009AA6617	PO124298	\$19,023.18					
21-22	IHCC	SimBaby	1740629	4/26/2022	24602190136	Mult	\$37,206.45					

## Applicable E CFR Guidance on Inventory

personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement

(including replacement equipment), whether acquired in whole or in part under a Federal award, until disposition takes place will, as a minimum, meet the following requirements:

(1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

(2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

[illegible]

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**DO NOT REMOVE THESE ROWS**  
**FROM YOUR FINAL REPORT**



**MINNESOTA STATE**

Career and Technical Education

## STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

---

District Name: Burnsville Eagan Savage Public School District

District Number/Type: 191-01

Supterintendent's Name: Dr. Theresa Battle

Signature: *Theresa Battle*

Date: *3-25-25*

Email: [tbattle@isd191.org](mailto:tbattle@isd191.org)

Phone: 952-707-2005

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*(Duplicate as needed)*



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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

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

District Name: <u>Lakeville Area Schools</u>	
District Number/Type: <u>194</u>	
Superintendent's Name – (Print): <u>Michael Baumann</u>	
Signature <u>M.A. Baumann</u>	Date <u>3/26/2024</u>
email: <u>michael.baumann@isd194.org</u>	
Phone: <u>952-232-2001</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: \_\_\_\_\_

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: Rosemount - Apple Valley - Eagan Schools

District Number/Type: 01-0196

Superintendent's Name – (Print): Michael Bolsoni

Michael Bolsoni

Signature

3/25/25

Date

email: michael.bolsoni@district196.org

Phone: 651-423-7700

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Metro

College: Inver Hills Community College

College President's Name (Print): Michael Berndt

Signature Michael Berndt Date 4-3-25

email: michael.berndt@minnstate.edu

Phone: 651-450-3641

District Name: \_\_\_\_\_

District Number/Type: \_\_\_\_\_

Superintendent's Name – (Print): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

email: \_\_\_\_\_

Phone: \_\_\_\_\_

(Duplicate as needed)