

Perkins V Local Application

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

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Southeast
Total Award Budget:	\$438,005.15

Consortium Membership List

In the following table, list the college(s) and all secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Minnesota State College Southeast	
Caledonia Independent School District #0299	Red Wing Independent School District #0256
Cannon Falls Independent School District #0252	Rushford-Peterson Independent School District #0239
Chatfield Independent School District #0227	Saint Charles Independent School District #0858
Dover-Eyota Independent School District #0533	Spring Grove Independent School District #0297
Fillmore Central Independent School District #2198	Wabasha-Kellogg Independent School District
Goodhue County Education District #6051	Winona Independent School District #0811
Goodhue Independent School District #0253	Zumbrota-Mazeppa Independent School District #2805
Hiawatha Valley Education District #6013	
Houston Independent School District #0294	
Kenyon-Wanamingo Independent School District #2172	
La Crescent-Hokah Independent School District #0300	
Lake City Independent School District #0813	
Lanesboro Independent School District #0229	
Lewiston-Altura Independent School District #0857	
Mabel-Canton Independent School District #0238	
Plainview-Elgin-Millville Independent School District #2899	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Complete and submitted.

Narrative 2: Programs of Study (POS)

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

Complete and submitted.

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Construction	Both	Y	Y	Y	434	15
Culinary/Hospitality & Tourism	Both	N	Y	Y	533	42 (St. Paul College)
Early Childhood	Both	N	Y	Y	84	7
Finance	Both	Y	Y	Y	399	6
Health Science	Both	Y	Y	Y	55	98
Information Technology	Both	Y	Y	Y	20	20
Animal Systems	Both	Y	Y	Y	251	35 (Rochester Technical & Community College)
Power, Structural, and Technical Systems	Both	Y	Y	Y	471	12 (South Central College)
Product Process Development	Both	Y	Y	Y	153	42
Production	Both	Y	Y	Y	140	15
Transportation	Both	Y	Y	Y	73	49

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

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>E3-Need A:</p> <p>There is a need to continue to set-up time and space for secondary CTE educators to meet 1 to 2 times per year to focus on continuous improvement and program alignment. This need is based on the areas of strength and improvement that are being discovered with the Program Approval process in FY25. In addition, educator feedback indicated that if the Perkins Consortium could only do one thing to support CTE, the highest response is it would be with Professional Development and Job-Alike Regional meetings (32%). This doubled the next highest (Teacher Licensure / Equipment – 16%). The establishment of professional learning and continuous improvement cohorts to review all Career and Technical Education Programs of Study⁷ for the following:</p> <ol style="list-style-type: none"> 1. Program alignment with Instructional Frameworks. 2. Program alignment with Industry Standards. 3. Program alignment with Labor Market data. 4. Program alignment with the emerging field of Applied Math/Data. 5. Program alignment with integrated Academic and Technical Skills. 6. Peer-to-Peer sharing on best practice in the CTE classroom and within CTE programs. <p>CLNA: Element 3, priority 1</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. During the 2025-2026 school year, secondary CTE Instructors will attend 1 to 2 regional job-alike meetings in Agriculture, Food, & Natural Resources, Business, Health Science, Family Consumer Science. 2. These meetings, with one held in Fall 2025 and one held in Spring 2026, will serve as a space to address outcomes #1-#6 listed above. Agendas for the Fall 2025 meetings will be established by September 25, 2025. 3. Perkins funds will be used to reimburse school districts for the cost of a substitute teacher that allows their CTE instructor to attend the regional meeting(s). 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. At least 90% of applicable Career and Technical Education instructors will attend at least one regional meeting during the 2025-2026 school year to improve program alignment. 2. At least 90% of the attendees will indicate via a post-meeting survey that they found the meeting helpful and beneficial to their work. 					

NEED B: Program Approval (Secondary) & Employability/Professional Skills	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>- Building student Employability/Professional Skills (center of the Minnesota Career Wheel) — including Applied Math/Data.</p> <p>CLNA: Element 2, priority 5</p>					

2. Strategies to address need:
1. As part of the Professional Learning and Continuous improvement cohort, the integration of Applied Math/Data across multiple career fields will be examined.
3. Measurable Outcomes (report results in next APR):
1. As applicable, CTE programs will include the integration of Applied Math/Data as evidenced by course syllabi.

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to increase student access to industry-aligned equipment as evidenced by the large numbers of secondary enrollments in programs such as AFNR Power, Structural, and Technical Systems (665), Construction (623), and Welding (90) as well as the development of Health Science programs in the Southeast Consortium. In addition, local labor market data shows high-demand in these same areas (Construction, Health Science, Manufacturing). This is also reflected in our Program of Studies (please see our State-Approved Programs of Study in the table at the start of Narrative 2). Success is based on Strategies 1, 2 and 3 below. Finally, a survey of Consortium CTE instructors found that slightly more than half (51%) named curriculum and equipment as their biggest need.</p> <p>-----</p> <p>Student access to industry-aligned equipment CLNA Element 2, Priority 1</p>					
2. Strategies to address need:					
<p>1. By September 15, 2025, CTE instructors or Dean will identify prioritized equipment needs for their respective Program of Study (based on business/industry targets).</p> <p>2. By October 1, 2025, the prioritized equipment needs will be ordered, with full implementation by November 1, 2025.</p> <p>3. Based on Strategy 1, program equipment will be purchased and in place by November 1, 2025 to increase access to industry-aligned equipment.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. Based on Strategy 1, program equipment will be purchased and in place by November 1, 2025.</p> <p>2. The frequency and duration of use by secondary schools of the Technology, Engineering, & Careers (TEC) Network with equipment use will increase 25% from End of Year FY25 to End of Year FY26. This evaluation will be based on the data collected by the TEC Network facilitators.</p>					

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

There is a need to invest funding in blended, supplemental, and industry-aligned instructional resources for Business, Management, & Administration career pathways. This need is generated by the feedback of the Business, Marketing, & Administration secondary instructors during the FY25 regional meetings and is based on the lens of providing students access to industry-level simulations that, for the most part, are not currently available in the existing resources. In addition, local labor market data shows high-demand occupations in Business, Management, & Administration.

Availability of a blended, supplemental, and industry-aligned instructional resource for Business, Management, & Administration.

CLNA: Element 2, Priority 3

2. Strategies to address need:

1. By September 15, 2025, CTE instructors or Dean will identify prioritized blended, supplemental, and industry-aligned instructional resources needs for the respective Programs of Study (based on business/industry).
2. By October 1, 2025, the prioritized resources will be ordered, with full implementation by November 1, 2025.
3. Perkins funds will be used to purchase the prioritized resources by October 1, 2025.

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

1. The number of students impacted (i.e. - enrolled in the course, or courses, being supplemented) by the instructional resources set for Business, Management, & Administration career pathways will increase 10% in FY26 as compared to FY25.

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Due to limited (in some cases) availability to experiential learning, there is a need to increase student access to Career Technical Student Organizations (CTSOs), especially in Health Science, Business, and Trade & Industry at both the secondary and post-secondary level to support opportunities for increased experiential learning and leadership for students. Currently, based on a needs analysis developed by the Southeast Service Cooperative, there are 16 FFA Chapters in the Southeast Consortium but there is a noticeable drop-off i non-FFA CTSOs, including the following: BPA: 2, DECA: 0, FCCLA: 4, HOSA: 2, SkillsUSA: 3.</p> <p>Access to Career Technical Student Organizations (CTSOs) CLNA: Element 2, Priority 4</p>					
2. Strategies to address need:					
<p>1a. Applicable CTSOs will be implemented and/or improved through eliminating the barrier of transportation costs to expand experiential learning and student leadership opportunities.</p> <p>1b. Participating school districts will be reimbursed the cost of transportation for CTSO events using Perkins funds.</p> <p>2a. Instructors/CTSO education leaders will have the opportunity to plan new CTSOs.</p> <p>2b. Perkins funds will be used to pay for summer work via stipends.</p>					
3. Measurable Outcomes (report results in next APR):					
1. The number of schools offering a CTSO will increase by 10% in FY26 compared to FY25.					

4. Provide additional narrative to address the following:

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- 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.

Secondary efforts will focus on increasing the number of state-approved Health Science Programs at the Secondary level (and in conjunction with the increased capacity of partnership with Minnesota State College Southeast).

Post-secondary efforts will focus on increasing the quality and scope of our existing Programs of Study.

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

The primary mechanisms for communicating the opportunities in CTE courses and Programs of Study at the Secondary level are the following:

1. Through the respective high school registration books and processes. There are schools in the Consortium (Houston, La Crescent-Hokah (limited to Trade & Industry, Plainview-Elgin-Millville, and Red Wing) who use a Career Pathway framework for class registration.
2. Through high school staff, including CTE instructors, related core discipline instructors (ex. Science), school counselors and school administrators.
3. Through external partnerships - for example, youth and pathway-focused staff at Workforce Development, Inc. CareerForce, and the Southeast Service Cooperative.
4. Through CTE instructors engaging in professional collaboration around improving program quality - including the State-Recognized Programs of Study criteria.

The primary mechanisms for communicating the opportunities in CTE courses and Programs of Study at the Post-Secondary level are the following:

1. Through annual Fall and Spring Trade, Tech, and Transportation night open house events; students and their families are invited to campus to tour labs, meet faculty, and receive application assistance.
2. Through targeted outreach by PSEO advisor and/or Opportunity and Promise program navigators. Dual enrolled students are individually contacted and invited to continue a program of study at Minnesota State College Southeast after high school graduation.
3. All students at Red Wing area schools and Winona Area schools have access to and are contacted by a Promise or Opportunity Program Navigator, as Free Tuition is available in these districts.
4. Through annual Women in Trades Day, Business & Healthcare Career Exploration Day, and Trade & Tech Day. Teachers, Work Based Learning Coordinators, and School Counselors are invited to bring groups of students to participate in hands on program/career exploration days with sessions taught by college faculty.

5. Post-secondary faculty visit high school CTE classes and invite students to visit campus.
6. Secondary CTE faculty have an opportunity to participate in a post-secondary faculty led multiday, CTE Instructor Boot Camp held annually in August.
7. Through the implementation of Guided Learning Pathways which clearly show the CTE programs in relation to the local job market and clearly articulates the courses that will lead to credential attainment and employment.

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

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

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to support coordination for career-connected and experiential learning initiatives to effectively prepare students for transition from secondary to postsecondary and workforce. This is based on the on-going work of an active Advisory Leadership Team (school principles + workforce development + Perkins) and an active Partnership Team (workforce development + Perkins). In addition, students provide feedback at all of the career-connected learning events in order to improve future opportunities as well as start to individual student support in career pathways development.</p> <p>In addition, students surveyed indicated that favored support with Career Exposure and Career Experience.</p> <p>Lastly, it is important to note that this work is much more involved than traditional “career fairs”. It is a collaboration of 7 school districts (Caledonia, Houston, La Crescent-Hokah, Lewiston-Altura, Mable-Canton, Rushford-Peterson, Spring Grove, two counties (Fillmore and Houston), two workforce development organizations (CEDA and WDI), two K-12 support entities (Southeast Service Cooperative, Southeast Perkins Consortium), and many (15+) businesses and employers in Southeast Minnesota. It features a system of events and opportunities that form a career pathway development protocol from Grade 9 through Grade 12 and onward. We are on the brink of establishing the capacity and margin to individual student career pathways as a capstone to this work.</p> <p>-----</p> <p>Career Development CLNA: Element 2, Priority 2</p>					
2. Strategies to address need:					

<ol style="list-style-type: none"> 1. Inclusion in braided funding to support the work of the Youth Workforce Navigator for the Bluff Country Collaboration*. 2. Co-facilitation of the Bluff Country Collaborative Leadership Team and Partnership Team meetings. 3. Secondary Coordinator participation as a Workforce Development, Inc. Board and Executive Committee member. This includes work on the integration of student-facing partners in career pathway work in Southeast Minnesota. 4. Secondary & Post-Secondary Coordinator participation as a member of the Southeast Service Cooperative's STEMForward network. This includes work specifically coordinating Career-Connected Learning opportunities for secondary students across Southeast Minnesota. 5. Minnesota State College Southeast's hiring of a Director of Work Based Learning and Apprenticeships to increase career connection and support students through post-secondary education to career transition.
3. Measurable Outcomes (report results in next APR):
<ol style="list-style-type: none"> 1. The number of students participating in, and across, each Bluff Country Collaborative Event and Program (CTE Career Exploration Day, CTE Career Fair, Dream Job Events, etc.) will increase by 10% by June 1, 2026. 2. The number of students moving along the Exploration - Exposure - Experience continuum will increase by 10% by June 1, 2026. 3. The number of students engaged in a career pathway, especially employment, as a direct or indirect result of Bluff Country Collaborative events and programs will increase by 10% by June 1, 2026. 4. Student feedback measuring "4 or 5" on the impact of individual Bluff Country Collaborative events and programs will increase by 10% by June 1, 2026. 5. The Secondary Coordinator will participate in at least 90% of WDI Board Meetings and Emerging Workforce Committee Meetings in FY26. 6. The Secondary Coordinator will participate in at least 90% of STEMForward Meetings and Committee Meetings in FY25. 7. Career Exploration events at Minnesota State College Southeast will continue to reach capacity, approx. 80 students per hands on events. Increase attendance by 10% at evening outreach and recruitment events.

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.

Action Step(s)	Partner(s)	Notes
School Counselor Job-Alike Regional Meeting(s)	School Counselors	1 or 2 meetings in FY26. Meeting focus is sharing best practice and challenges via professional collaboration. Outcome is school counselors are more knowledgeable about career (including career pathways) and college (including two-year and CTE programs) in order to effectively support students.
Individual youth support in education and career pathways - primarily via Career Planners.	Workforce Development, Inc. (WDI) CareerForce	In addition to providing youth services, WDI & CareerForce partner in regional efforts that involve career pathway work. Steele Co. Works (outside the Southeast Consortium) and the Bluff Country Collaborative (within the Southeast Consortium) are two examples.

Facilitation of career development activities - including Manufacturing Month industry tours, a regional welding competition, Minnesota Service Cooperative Impact Funds, and FutureForward (portal directory/calendar/resources related to career development).	Southeast Service Cooperative (SSC)	This is just a small sampling of what SSC offers. For more information, please see here: https://www.ssc.coop/ccls
Integration of schools, employers, local government, and community resources to provide meaningful, hands-on experiences to the next generation of workers. This includes two Youth Skills Training programs (Certified Nursing Assistant and Advanced Manufacturing).	Bluff Country Collaborative	For more information, please see here: http://bluffcountrycollaborative.com/
Participation in a Work Skills Challenge Day designed for students with disabilities enrolled in 18 to 21 year-old transition programs.	Region 10 Low Incidence Projects and the Hiawatha Valley Education District.	One day event in the spring.

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

The primary mechanisms for ensuring secondary students have career information related to high-skill, high-wage, or in-demand occupations are the following:

1. Large scale events - including, but not limited to, the CTE Career Exploration Day (Caledonia, MN - Fall), Construct Tomorrow (Rochester, MN - Fall), Employer Panels (Location Varies - Winter) and the Career, College, and Job Fair (Cannon Falls, MN - Spring).
2. Personalized events - including, but not limited to, classroom presentations, small group sessions, and individual student check-ins.
3. Industry tours, specifically information shared by the employer to students and staff relating to career information in the career field(s) connected to that particular industry.
4. Professional Development/Information Sharing with Secondary Stakeholders. This includes sharing Labor Market information at the different Job-Alike Regional Meetings in order for instructors and school counselors able to share updated information on high-skill, high-wage, or in-demand occupations. It also includes the sharing of Regional Labor Market Reports created by the Minnesota Department of Employment and Economic Development.
5. Campus Visits and Tours at Minnesota State College Southeast include labor market information, employer expectations, and starting wages with all CTE programs.

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

1. The Southeast Perkins Coordinators work closely with both WDI and CareerForce which provide Pre-ETS and Vocational Rehabilitation Services. Service providers and their students are invited to attend all Perkins sponsored career exploration and professional development events.

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	5000
3.	Postsecondary Subtotal	5000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	7000
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	3500
6.	Secondary Subtotal	10500
7.	TOTAL	15,500

Workforce Center Collaboration

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

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to increase access for students to industry-recognized credentials that are connected to the Consortium's State Recognized Programs of Study. This need is based on both the availability of industry-recognized credentials and the value to students within a career pathway. In a CTE instructor survey, 45% of respondents indicated that Industry Certifications is an area in need of improvement. These exams are required for all students enrolled in the CTE courses within approved programs. The number of students who earned industry-recognized credentials in FY25 is estimated to be 48.</p> <p>-----</p> <p>Industry-Recognized Credential CLNA: Element 3, Priority 2</p>					
2. Strategies to address need:					
<p>1. During the 2025-2026 school year, Perkins funds will be used to support the purchase of assessments leading to the following industry certifications:</p> <ul style="list-style-type: none"> a. Microsoft Office: Finance (Business, Management, & Administration) b. OSHA-10: Power, Structural, and Technical Systems (AFNR) c. OSHA-10: Architecture and Construction (Trade & Industry) d. OSHA-10: Manufacturing (Trade & Industry) e. ServSafe & Food Handlers Certificate: Restaurants and Food/Beverage Services (Family Consumer Science) <p>2. During the 2025-2026 school, the Secondary Coordinator will do quarterly check-ins with the programs that are offering industry certifications to keep a running, and accurate, data count.</p>					
3. Measurable Outcomes (report results in next APR):					
1. The number of students earning the industry certifications listed above will increase by 15% in FY26 compared to FY25.					

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

The work of integrating coherent and rigorous content aligned with challenging academic standards and relevant CTE programs will primarily occur within the Professional Learning and Continuous Improvement cohorts.

At the post-secondary level all programs go through a program review process which often results in the need for curriculum updates. Additionally, all CTE programs have active advisory boards who provide real time feedback on the essential and technical skills students need to be successful, which then informs faculty of the needed curriculum updates.

- 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 work of establishing, refining, and improving career pathways contributes significantly to a well-rounded education as defined in Section 8101. At a basic level, every Secondary school in the Southeast Consortium offers Career and Technical Education programs and courses. Schools, employers, workforce agencies, and related groups partner together across the region to ensure students receive career development support.

All of the Secondary schools in the Consortium are considered rural (U.S. Census Bureau). They are all also, generally speaking, considered to be small schools. High School enrollment for the schools in the Consortium span from under 100 (Mabel-Canton) to around 750 (Winona). The majority of the schools have enrollment numbers in 100s, 200s, or 300s. For this reason, staffing and the ability to offer multiple career pathways within a career field can be challenging. This is where the strong community partnerships and the multifaceted career development options to schools and students becomes especially important through the lens of contributing to a student's well-rounded education.

Narrative 5: Special Populations

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Student access to career development opportunities aligned with in-demand career fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience (source: https://www.lyftpathways.org/the3Es).</p> <p>CLNA Element 2, Need D</p>					

3. Measurable Outcomes (report results in next APR): <ol style="list-style-type: none"> Provide three career development events for in-demand career fields with an emphasis on non-traditional careers throughout FY26. The number of students participating in, and across, each Bluff Country Collaborative Event and Program will increase by 15% by June 1, 2026 when compared to the same events and programs in 2025. Student feedback measuring “4” or “5” on the impact of the Bluff Country Collaborative events and programs will increase by 10% by June 1, 2026 when compared to the 2025 data. Increased attendance of non-traditional students in the Women in the Trades event by 10% in Fall 2025 or Spring 2026 when compared to the 2025 data.
2. Strategies to address need: <p>The following career development events aligned with the 3Es Roadmap of Exploration, Exposure, and Experience will be provided to Secondary students. The events are designed with an emphasis on representing career fields for all students – traditional and non-traditional alike. Currently, student participation is open to all students and non-traditional career interest and exploration is encouraged.</p> <ol style="list-style-type: none"> CTE Career Exploration Day (Fall 2025) Construct Tomorrow (Fall 2025) Manufacturing Month Tours (Fall 2025) Cannon Falls Career, College, and Job Fair (Spring 2026) Contractor Trades Panel (Spring 2026) Career Fair and Hiring Event (Spring 2026) Grade 8 Career Day (Spring 2026) Dream Job Event(s) (Spring 2026) Mock Interviews (Winter-Spring 2026) Classroom Presentation (Fall-Winter-Spring 2025/2026) Women (or those identifying as female) in the Trades (Fall 2025 and/or Spring 2026)

NEED B:	This Need is in Element(s):				
Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
There is a need to align IEP goals with CTE programs and courses. ----- CLNA Element 5, Need C					

2. Strategies to address need: <p>By May 1, 2026, the Secondary Perkins Coordinator will have facilitated at least one professional development session to the Goodhue County Education District and Hiawatha Valley Education District Special Education Leadership Teams that focuses on the role of CTE and meaningful post-high school options for students.</p>
3. Measurable Outcomes (report results in next APR): <ol style="list-style-type: none"> By March 6, 2026, the Secondary Perkins Coordinator will have facilitated at least two professional development sessions with Special Education Leadership Teams at GCED and HVED (one for each team).

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Increased number of students receiving English Learner programming enrolled in CTE programs and courses. ----- CLNA Element 5, Need D					
2. Strategies to address need:					

1. The Secondary Coordinator will hold ongoing meetings with the Goodhue County Cultural Liaisons and include information on CTE programs to be shared at family engagement events and small group/individual meetings with families and students during the 2025-2026 school year. This is part of the Secondary Coordinator's "other" job components, so it is the braiding of two categories (Perkins/CTE and English Learner Services).
3. Measurable Outcomes (report results in next APR):
1. By May 29, 2026, CTE information and marketing will have been shared with each student and family receiving English Learner services in Goodhue County at least two different times and in at least two different formats.

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?

Group	Barrier(s)	Strategy(ies)
Multilingual Families Families with a student receiving special education services	Access to information on CTE programs.	Include representation of these two groups on our CTE Advisory Committees.
Students enrolled in English Learner programming.	Low enrollment in CTE courses (make up slightly less than 2% of all CTE enrollments).	Provide professional development and the sharing of resources to staff that know the Language Learner students best - especially, English Learner teachers, school counselors, and Cultural Liaisons (or similar).
18 to 21 year-old transition program students with an IEP.	Limited access to meaningful employment.	Support the Goodhue County Education District's 18 to 21 year-old transition program with their Limb Lab program. Support Hiawatha Valley Education District 18 to 21 year-old transition program(s) to participate in the Work Skills Challenge Day.
Students with IEPs	Limited access to career pathway programming.	Provide professional development to the Goodhue County Education District and Hiawatha Valley Education District leadership teams.
Nontraditional participants / concentrators.	Seeing themselves represented in non-traditional career fields.	Student access to career development opportunities aligned with in-demand career fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience. Ensure post-secondary faculty are aware of conscious and unconscious bias to ensure non-traditional students feel safe, welcome, and comfortable in all program spaces.

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

At the secondary level, we will be focused on the strategies listed above (professional development, implementing Project SEARCH, and career development opportunities). We feel as though if we can do a good job here - especially with the professional development and career development opportunities - that there will be an increased interest in pursuing high-skill, high-wage, or in-demand occupations.

At the post-secondary level, the college is planning to purchase an institutional license for Anthology's Ally Accessibility tool that integrates with D2L. D2L is our online learning management system that is used for all coursework, including CTE coursework. Ally allows you to see a dashboard for any course you teach that will check the course according to ADA accessibility standards, flag any materials or parts of the course that don't meet those standards, and give faculty instructions on how to change their materials in order to meet those standards. When something as simple as Alt text for an image is required, it allows them to immediately change it. If something more complicated needs to happen to a document in order to make it screen-reader compatible, for instance, it walks faculty through where the document needs revision and how to make those revisions. It provides an overall score for the course and each document in the course, as well as a system-wide dashboard on which we can track progress towards full accessibility across courses.

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

At the secondary level, the primary focus will be on students receiving special education services via an Individualized Education Plan (IEP) as well as students receiving English Learner services. We will engage with Special Education Leadership and Case Managers to provide up-to-date and contextualized career and college readiness options. The same holds true for Cultural Liaisons and/or English Learner teachers.

At the post-secondary level, we have two initiatives that will better prepare CTE participants for non-traditional fields. The first initiative is ongoing training and support for the college opportunity and promise program navigators. These are new positions at the college in which staff are embedded at local high schools. The navigators have direct access to students interested in CTE and have relationships with high school counselors, teachers and staff. Therefore, they are in a position to assist in advocating for the necessary high school prep courses needed to be successful in post-secondary CTE programs. The second initiative is the college is transitioning to a case management advising model. CTE students would receive a program advisor, but also a professional advisor to assist with wraparound support services including transportation assistance, food security, accessing mental health services, and encouraging utilization of academic support services. Both initiatives provide a system in which CTE students would have an advocate and support system to ensure persistence and completion, specifically in non-traditional fields.

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

At the Secondary level, there has not been a concerted effort to provide training and support on the potential and importance of connecting IEP goals with CTE programs and courses. To start to remedy this, we will be providing professional development to the Special Education Leadership Teams of the Goodhue County Education District and Hiawatha Valley Education District, respectively.

At the Post-Secondary level faculty and staff are participating in on-going professional development and college leadership continues to review institutional policies and practices to ensure equal access to all programs and services.

Related Minnesota State Policies on non-discrimination include:

- 1B.1 and 1B.1.1
- 1B.3 and 1B.3.1
- 1B.4

The following apply to both secondary and post-secondary institutions:

- Section 504 of the Rehabilitation Act of 1973 (disability)
- Title IX and the Education Amendments of 1972 (sex)
- Title VI of the Civil Rights Act of 1964 (race, color, national origin)
- Title II of the American with Disabilities Act of 1990 (disability, applies to public entities)

Narrative 6: Work-Based Learning

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Increased access to career pathways for students with IEPs in the Goodhue County Education District 18–21-Year-Old Transition Program (ACTE-SPED).</p> <p>-----</p> <p>CLNA Element 5, Need A</p>					
2. Strategies to address need:					
<p>The 18- to 21-year-old transition program instructors will attend CTE Works! in Fall 2025 and attend sessions connected to their programming. The Secondary Coordinator will meet with the River Bluff Education Center administration and the transition program instructors to share what was learned and how it can be applied to program improvement during the 2025-2026 school year.</p>					
3. Measurable Outcomes (report results in next APR):					

1. All three River Bluff Education Center WBL staff will attend the fall conference.
2. The Secondary Coordinator will assist in facilitating a meeting, no later than November 15, 2025, that brings together building leadership and the applicable instructors to plan for program improvement to expand CTE opportunities.

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>There is a need to increase job-ready skills for students with IEPs in the Hiawatha Valley Education District's 18-21 Year-Old Transition Program(s) (ACTE-SPED).</p> <p>-----</p> <p>CLNA Element 5, Need B</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. School and student participation in the Work Skills Challenge Day with Region 10. Step 1: By October 3, 2025, confirm Work Skills Day event is being held by contacting the Hiawatha Valley Education District (HVED) WBL Coordinator. Step 2: By February 6, 2026, confirm school participation by working with the HVED WBL Coordinator. Step 3: By March 27, 2027, attend a Region 10 Transition Cohort Meeting to outline Perkins funds eligibility criteria. Step 4: By May 8, 2026, the Work Skills Challenge Day Event is held. 2. Step 5: By June 4, 2026, eligible schools and programs submit for transportation cost reimbursement with Perkins funds. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. By June 4, 2026, baseline data will have been collected as the number of students, programs, and schools participating in the Work Skills Challenge Day event. 					

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.

Current secondary opportunities are primarily the following:

- Work-Based Learning (ACTE-SPED)
- Work-Based Learning (Diversified)
- Agriculture Work-Based Learning
- Youth Skills Training (Advanced Manufacturing)
- Youth Skills Training (Certified Nursing Assistant)

-
- Experiential Learning - Career Awareness, Career Exploration, Career Preparation (Work-Based Learning Handbook, MDE)
 - Industry Tours
 - CTE Exploration Day
 - Construct Tomorrow
 - Entrepreneurship Panel
 - Union Reps Panel
 - Dream Job Event(s)
 - Grade 8 Career Exploration Day
 - Career, College, Job Fair
 - Southeast Minnesota Welding Competition

Current post-secondary opportunities are primarily the following:

- Credit based internships embedded in program completion requirements – Construction & Truck Driving
- Capstone projects assessed by local employers – Mechatronics & CNC
- Special projects embedded into existing curriculum – Welding, Electronics, Biomedical, IT, Finance
- Clinical rotations – Certified Nursing Assistant, Practical Nursing, Associate of Science in Nursing, Radiography

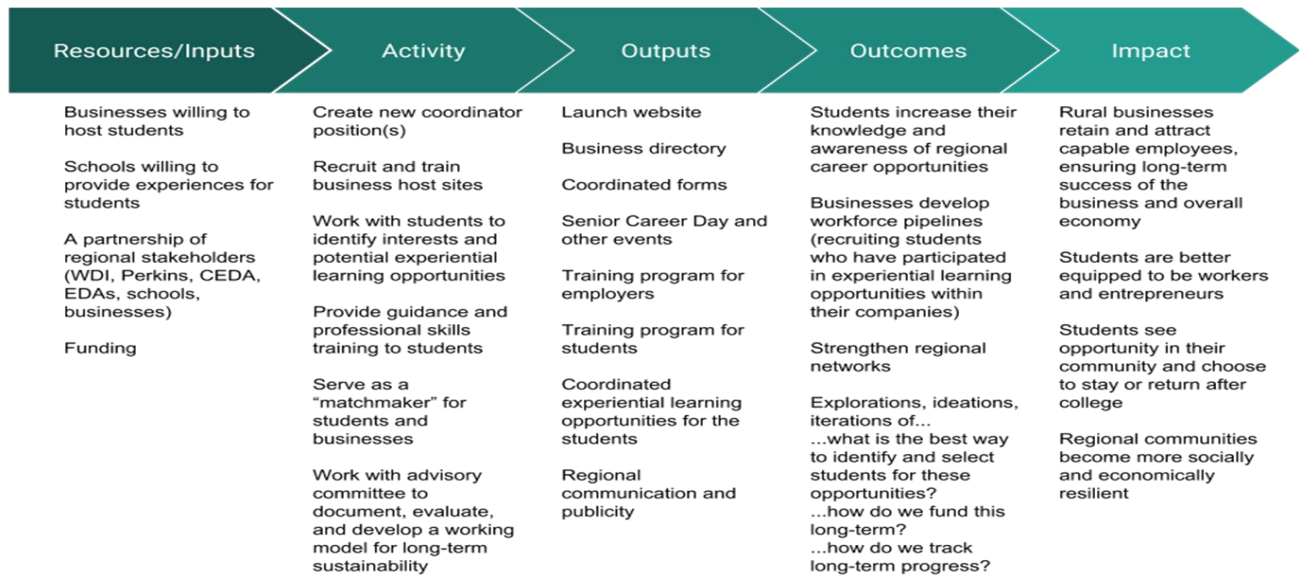
- b. Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.

At the secondary level, we partner with employers to develop or expand work-based learning programs for all CTE students, including special populations in two primary ways:

1. CTE Advisory Committees; As we engage in the Professional Learning and Continuous Improvement process, we will be revisiting the need and importance of Advisory Committees to CTE programs - especially the employers, community members, etc., who are on the Advisory Committees.

2. Partner with workforce development stakeholders to connect schools and employers. Our general engagement model is below and has served the Bluff Country Collaborative effort well:

Bluff Country Collaborative Logic Model



At the post-secondary level, we partner with employers to develop or expand work-based learning programs for all CTE students, including special populations in three primary ways:

1. Through academic credit bearing opportunities as described above
2. Active CTE Advisory Committees for all post-secondary program areas
3. Through custom training opportunities including Minnesota Job Skills Partnership grants, Dual Training Industry Pipeline grants, and Pathways to Prosperity grants.

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

At the secondary level, we are planning to invest funding to increase work-based learning opportunities in the following manner:

1. Contribute to a braided funding model for the Workforce Development Youth Workforce Navigator (Bluff Country Collaborative). This position is the point person for supporting experiential learning opportunities as well more intensive efforts (Youth Skills Training, Work-Based Learning).
2. Reimburse school districts the cost of transportation to high-quality experiential learning opportunities.

At the post-secondary level, we are planning to invest funding to increase work-based learning opportunities in the following manner:

1. The hiring of a Director of Work Based Learning and Apprenticeships

-
2. Continue to partner with business and industry to ensure funds are spent on industry grade equipment
 3. The college has taken a collaborative, proactive, and holistic approach to work-based learning as students can access work-based learning on campus or through custom training at their place of employment, numerous grants in addition to Perkins are being pursued and utilized to ensure that cost is not a barrier to students or employers.
 4. The college has accepted numerous donations of industry grade equipment for multiple program areas, as employers are in need of skilled labor and they want students to transition seamlessly from college to employment.

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>The development of CTE Guided Learning Pathways has resulted in increased student success at Minnesota State College Southeast. Minnesota State College Southeast would like to continue to develop guided learning pathways with stackable credentials for all CTE program areas as a means of supporting student success.</p> <hr/> <p>Implement CTE guided learning pathways for dual-enrolled students. CLNA Element 5, priority 5</p>					
2. Strategies to address need:					
<p>1. Dual enrolled students will receive a CTE program advisor in addition to an academic advisor. 2. Dual enrolled students will be encouraged to select a certificate, diploma, or AAS program that aligns with their career goals.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. Increase in the number of dual enrolled students declaring a major, establish a baseline number of the dual enrolled students with a declared major for FY26. 2. Increase in the number of dual enrolled students completing a post-secondary credential along with a high school diploma and/ or earning CTE college credit while in high school (the ability to complete a credential while still in high school varies greatly amount the southeast Perkins consortium high schools depending on each districts graduation requirements). At the end of the spring 2025 semester 9 students had earned their CDL, compared to 6 students earning a CDL at the end of Spring 2024, 10 additional students earned a credential (this is all dual enrolled students, liberal arts and CTE). For FY26 the goal is to determine the number of high school students earning their HS diploma and a credential in a CTE field.</p>					

NEED B:	This Need is in Element(s):
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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>Increased access to early college credit.</p> <p>-----</p> <p>CLNA Element 3, Need C</p>					
2. Strategies to address need:					
<p>1. The Southeast Perkins Consortium (secondary) will fund the Southern Minnesota Regional Articulation Group, Including access to CTECreditMN.com in August 2025.</p> <p>2. CTE instructors will be invited to attend Regional Articulation Meetings in Fall 2025.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. By February 13, 2026, the number and placement of actively used (secondary) articulated credit options will be collected as a baseline as a grounding point for continued participation in the Southern Minnesota Articulation group.</p>					

4. Provide additional narrative to address the following:

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

1. Secondary will participate in the Southern Minnesota Regional Articulation Group, including access to CTECreditMN.com. This partnership will offer secondary instructors the opportunity to plug into regional articulation agreements that their students can use across multiple two-year schools across the southern part of Minnesota. This work also correlates with Program Approval and well-rounded Programs of Study.
2. CTE students are able to earn post-secondary credit while still in high school primarily through the Post-Secondary Education Options (PSEO) program. Students who meet the posted eligibility requirements may enroll in one post-secondary CTE course as early as 10th grade.
2. Students in five school districts are able to earn post-secondary CTE credit while still in high school without leaving their districts through concurrent enrollment. These districts in the southeast Perkins consortium have high school instructors who meet the Minn State CTE Instructor Credentialing requirements which is a rarity, but also provides a financially sustainable option for the school districts and students receive transcribed college credit.

3. High school students who are dual enrolled in general education courses are also receiving course sequencing advising as a number of general education courses are pre-requisites to both the ASN and PN programs. It's possible for students to complete all nursing program pre-requisites through concurrent enrollment or PSEO prior to high school graduation which then allows them immediate admittance to nursing programs following high school graduation.

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.

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>There continues to be a need to support CTE-related professional development for CTE instructors, School Counselors, and School Administrators in the Southeast Consortium. Currently, facilitating participation in professional conferences and workshops tailored to the specific needs of CTE professionals is a high priority. The CLNA identified a need for high-quality professional development opportunities based on feedback from administrators, Perkins coordinators, school counselors, CTE teachers, and faculty. Training is essential for refining and aligning programs of study frameworks while ensuring optimal course sequencing and pathway development.</p> <p>Access to high-quality professional development for CTE instructors, school counselors, school administrators, and Perkins-File reporting personnel at secondary and post-secondary level. CLNA Element 4, Priority 2</p>					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. During the 2025-2026 school year, secondary CTE Instructors will attend 1 to 2 regional job-alike meetings in Agriculture, Food, & Natural Resources, Business, Health Science, Family Consumer Science. 2. These meetings, with one held in Fall 2025 and one held in Spring 2026, will serve as a space to address outcomes #1-#6 listed above. Agendas for the Fall 2025 meetings will be established by September 25, 2025. 3. Perkins funds will be used to reimburse school districts for the cost of a substitute teacher that allows their CTE instructor to attend the regional meeting(s). 4. Perkins funds will be used to support a Consortium Membership with the Minnesota Association for Career and Technical Administrators (MACTA) and supporting participation in the Professional Skills Series that MACTA offers, starting in Fall 2025. 5. Perkins funds will be used to support the inclusion of interested Southeast Consortium stakeholders in the newly developed CTE Lead program, starting in the 2025-2026 school year. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. At least 90% of applicable Career and Technical Education instructors will attend at least one regional meeting during the 2025-2026 school year to improve program alignment. 2. At least 90% of the attendees will indicate via a post-meeting survey that they found the meeting helpful and beneficial to their work. 2. By October 1, 2025, 100% of the available memberships to MACTA will be created and in use. 3. By April 1, 2026, at least five school administrators participate in the Professional Skills Series and at least 90% of attendees will rate their overall satisfaction as "satisfied" or "very satisfied". 					

NEED B: Instructor Retention	This Need is in Element(s):
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1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Increase retention and job satisfaction of post-secondary nursing faculty in both Practical Nursing and Associate of Science Nursing degree programs. CLNA Element 4, Priority 3					
2. Strategies to address need:					
1. Implement intensive summer on-boarding and new nursing instructor orientation					
3. Measurable Outcomes (report results in next APR):					
1. Reduce turnover of adjunct, part time, and full time post-secondary nursing instructors					

4. Provide additional narrative to address the following:
- 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 Southeast Perkins Consortium will take the following actions to support the recruitment and preparation of both secondary and post-secondary CTE instructors:

- Offer monthly or quarterly job-like work groups to support instructors through the program approval process, share curriculum and best practices. This contributes to improved program quality across the consortium and provides a support system for instructors who often feel isolated.
- Offer CTE Instructor boot camp in August at Minnesota State College Southeast. This multiday boot camp provides high school instructors an opportunity to spend several days in the labs with Minnesota State College Southeast faculty. This strengthens the professional relations between instructors and the connection between secondary and post-secondary programs for CTE students.
- Offer an intensive multi-day onboarding, orientation to assessment, and simulation lab training for new nursing instructors.

- 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.

Specific actions our consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met:

-
1. Partner with the Lakes Country Service Cooperative and the Southeast Service Cooperative to offer the Alternative Teacher Preparation program to teachers in Southeast Minnesota.
 2. Design, implement, and support Program Approval Cohorts for Agriculture, Food, and Natural Resources/Business, Management, & Administration, Family Consumer Sciences, Health Sciences, and Trade & Industry.
 3. Financially support CTE instructor participation in job-specific professional development - for example, the Minnesota Association of Agriculture Educators Conference(s) and the Marketing, Business, and Information Technology Educators Conference.
 4. Logistically support the Job-Alike Regional Meeting for School Counselors.
 - a. Logistical support includes: selecting a meeting site, setting an agenda, inviting school counselors, confirming participation and facilitating the session.
 5. Logistically support training for secondary school staff responsible for Perkins-File Reporting.
 - a. Logistical support includes: selecting a meeting site, setting an agenda, inviting school counselors, confirming participation and facilitating the session.

All post-secondary faculty must meet Minnesota State faculty credential requirements. Minnesota State College Southeast will focus on CTE faculty retention.

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.

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>To increase the number of females earning Concentrator status within the following career clusters:</p> <p>Business, Management, & Administration (CLNA Element 1, Need A)</p> <p>Construction (CLNA Element 1, Need C)</p> <p>Manufacturing (CLNA Element 1, Need D)</p> <p>Transportation (CLNA Element 1, Need E)</p>					
2. Strategies to address need:					
<p>1. Provide career-connected learning events that include the career clusters listed above and include an emphasis on non-traditional career choices. This strategy includes career-connected learning events such as CTE Career Exploration Day, Construct Tomorrow, Manufacturing Tours, Contract Trades Panel, Classroom presentations by industry, and Women in the Trades.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. A baseline of non-traditional career interest will be established, via student survey, at the CTE Career Exploration Day in September 2025. A follow-up survey will be used at the Career Fair and Hiring Event in March 2026. The percentage of students interested in non-traditional careers will increase by 10% from the baseline survey to the follow-up survey.</p>					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Strategies to address need:					
3. Measurable Outcomes (report results in next APR):					

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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)
4. Provide additional narrative to address the following if not already addressed in the table above:
 - a. What specific student group(s) were identified as having significant disparities or performance gaps?

At the post-secondary level, as of the February 28th, 2025 Consortium Performance Report for Grant Year 4 (2024), post-secondary has met all of the Performance Indicators. Earned Recognized Postsecondary credential (2P1) has a baseline of 62.06%, and an actual performance of 56.83% (2024). We would like to strive to return this to or exceed baseline percentage.

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

At the post-secondary level, further review of disaggregated data shows that a renewed focus on assisting BIPOC students, specifically Hispanic, Latino, and African American/ Black students would result in an overall increase in credential attainment. The college intends to move to a caseload based intrusive/ intensive advising model which has been shown to improve persistence and completion for all students.

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)

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

Our consortium's formal governance structure is as follows:

- The Southeast Consortium leadership is facilitated by the Secondary and Post-Secondary Coordinators. The Southeast Consortium employs a participatory planning process structure (University of Kansas¹) (a)



(a)

Information - Consultation - Deciding Together - Acting Together - Supporting Independent Community Initiatives

Perkins Coordinators
Secondary and Post-Secondary

K-12 Stakeholders

CTE Instructors, School Counselors, Work-Based Learning Coordinators, Special Education instructors, English Learner instructors, High School Administrators, School District Administrators

Workforce Agencies

Community Economic Development Associates (CEDA), Economic Development Agencies (EDA), Workforce Development Inc. (WDI)

Educational Agencies

Southern Minnesota Perkins Consortia (Minnesota West, Riverland, Rochester/ZED, South Central), Southeast Service Cooperative (SSC)

State Agencies

Minnesota Department of Education CTE Content Specialists (MDE), Minnesota Department of Employment and Economic Development (DEED)

Information

- The Secondary and Post-Secondary Coordinators participate collaboratively in projects involving a secondary-post-secondary connection. (c)
- The Secondary and Post-Secondary Coordinators meet as needed and applicable to the implementation of the two-year plan and related action steps (CLNA, APR, etc.). (c)
- The Secondary Coordinator holds a monthly update session, virtually, to which all secondary stakeholders are invited, but not mandated, to attend. (d)

Consultation

- The Secondary Coordinator seeks feedback from stakeholder groups and individuals. This includes:
 - Needs Assessment survey sent to secondary CTE instructors, school counselors, high school principals, and district office administrators.
 - Verbal and written feedback at the Job-Alike Regional Meetings. (d)
 - Verbal and written feedback within the Bluff Country Collaborative. Note - this includes school personnel, as well as students and workforce development stakeholders. (d)
 - Information shared via partnership with workforce development agencies and individuals - including Community Economic Development Associates, Economic Development Agencies, and Workforce Development, Inc.
 - Information shared via partnerships with similar entities - including the other Southern Minnesota Perkins Consortia, the Southeast Service Cooperative, and the Minnesota Department of Employment and Economic Development. (c) (d)

Deciding Together

- The Secondary Coordinator and Post-Secondary Coordinator review the Comprehensive Local Needs Assessment data, additional

feedback, and related information and work together to develop a preliminary two-year plan and budget. (b) (c)

- The Secondary Coordinator shares the preliminary two-year plan with an advisory team consisting of instructors representing each licensure area (Business, Family Consumer Science, Health Science, Trade & Industry, and Work-Based Learning), representing school counselors and representing administration (high school and district office). We are working this Advisory Group meeting on a regular basis throughout the fiscal year. (b) (e)
- Based on the Secondary Advisory Team's feedback, the Secondary and Post-Secondary Coordinators make any needed adjustments and finalize the two-year plan and budget. (b) (c)

Acting Together

- The different stakeholders continue with partnerships, and develop new ones, to carry out the implementation of the two-year plan. (d)

Supporting Independent Community Initiatives

- The Southeast Consortium works in tandem with individual, group, and organizational partners to support not only the implementation of the consortium's two-year plan but also the plans and goals of these partners. Examples of this occurring includes, but is not limited, to the following:
 - Project Search research, planning, and implementation with the Goodhue County Education District.
 - Supporting the Bluff Country Collaborative in an effort to further the vision, mission, and goals of that work.
 - Collaborating with the Southeast Service Cooperative to further both their goals and the goals of the consortium.

(d)

University of Kansas¹

Center for Community Health and Development

<https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main>

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:					
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>The establishment of professional learning and continuous improvement cohorts (i.e., Job-Alike Regional Meeting) to review all Career and Technical Education Programs of Study⁷ for the following:</p> <ol style="list-style-type: none"> 1. Program alignment with Instructional Frameworks. 2. Program alignment with Industry Standards. 3. Program alignment with Labor Market data. 4. Program alignment with the emerging field of Applied Math/Data. 5. Program alignment with integrated Academic and Technical Skills. 6. Peer-to-Peer sharing on best practice in the CTE classroom and within CTE programs. <p>CLNA: Element 3, Need A</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. During the 2025-2026 school year, secondary CTE Instructors will attend 1 to 2 regional job-alike meetings in Agriculture, Food, & Natural Resources, Business, Health Science, Family Consumer Science. 2. These meetings, with one held in Fall 2025 and one held in Spring 2026, will serve as a space to address outcomes #1-#6 listed above. Agendas for the Fall 2025 meetings will be established by September 25, 2025. 3. Perkins funds will be used to reimburse school districts for the cost of a substitute teacher that allows their CTE instructor to attend the regional meeting(s). 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 3. At least 90% of applicable Career and Technical Education instructors will attend at least one regional meeting during the 2025-2026 school year to improve program alignment. 4. At least 90% of the attendees will indicate via a post-meeting survey that they found the meeting helpful and beneficial to their work. 					

NEED 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>Student access to industry-aligned equipment.</p> <p>CLNA: Element 2, Need B</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ol style="list-style-type: none"> 1. By September 15, 2025, CTE instructors or Dean will identify prioritized equipment needs for their respective Program of Study (based on business/industry targets). 2. By October 1, 2025, the prioritized equipment needs will be ordered, with full implementation by November 1, 2025. 3. Based on Strategy 1, program equipment will be purchased and in place by November 1, 2025 to increase access to industry-aligned equipment. 					

3. Measurable Outcomes (report results in next APR):
<ol style="list-style-type: none"> Based on Strategy 1, program equipment will be purchased and in place by November 1, 2025. The frequency and duration of use by secondary schools of the TEC Network with equipment use will increase 25% from End of Year FY25 to End of Year FY26. This evaluation will be based on the data collected by the TEC Network facilitators.

NEED C:					
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>Increased access to early college credit.</p> <p>-----</p> <p>CLNA Element 3, Need C</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ol style="list-style-type: none"> The Southeast Perkins Consortium (secondary) will fund the Southern Minnesota Regional Articulation Group, including access to CTECreditMN.com in August 2025. CTE instructors will be invited to attend Regional Articulation Meetings in Fall 2025. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> By February 13, 2026, the number and placement of actively used (secondary) articulated credit options will be collected as a baseline as a grounding point for continued participation in the Southern Minnesota Articulation group. 					

NEED D:					
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>Student access to high-quality career development opportunities aligned with in-demand careers fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience (source: https://www.lyftpathways.org/the3Es).</p> <p>-----</p> <p>CLNA Element 2, Need D</p>					
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ol style="list-style-type: none"> Provide transportation funds for schools in order to allow access to high-quality career development events. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 90% of Consortium school districts will participate in two or more career-connected learning events during the 2025-2026 school year. 					

NEED E: Post-secondary CTE faculty retention						
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Increase retention and job satisfaction of post-secondary nursing faculty in both Practical Nursing and Associate of Science Nursing degree programs. CLNA Element 4, priority 3						
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs						
2. Strategies to address need:						
1. Offer summer nursing faculty onboarding, assessment training, and simulation lab training						
3. Measurable Outcomes (report results in next APR):						
1. Reduction in adjunct, part time, and full-time nursing instructor turnover 2. Retainment of all clinical sites 3. Continue acceptable pass rates on NCLEX exam						

2. 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.

Addressed above and in Narratives 5 & 9

- 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.

At the post-secondary level the funds will be focused on program improvement of the Health Sciences, Therapeutic Program of study, support of high school CTE instructors through the annual teacher bootcamp and on meeting the needs of diverse learners through the implementation of Anthology's Ally Accessibility Tool.

Program/POS	Engineering, Manufacturing, & Technology (Construction/Manufacturing)	Health Science
Expansion	Access to industry grade equipment and professional development Consortium	Access to industry grade equipment and professional development Consortium (Zumbrota-Mazeppa)

	(St. Cloud State TEC Program)	
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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

Complete – Submitted May 1st, 2025

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) - NA

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

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

Consortium Name:	Southeast
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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):

We engaged primarily in a consultative methodology to inform our Comprehensive Local Needs Assessment (CLNA). Specifically, the Secondary and Post-Secondary Coordinators engaged with the following stakeholders to assess trends and needs pertaining to Career Technical Education (CTE) in Southeast Minnesota:

- **Bluff Country Collaborative (BCC)**
 - Contact: MaryAnne Smith, Youth Workforce Navigator @ WDI
 - Product Type: Survey
 - Primary Input: Alignment of Programs of Study with Career Fields of interest for students.
 - Secondary Input: Level of support needed within the continuum of Exploration – Exposure – Experience for students.
- **Federal Reserve Bank of Minneapolis**
 - Contact: Ron Wirtz, Director – Regional Outreach @ Federal Reserve Bank of Minneapolis
 - Product Type: Webinar
 - Primary Input: Alignment of Programs of Study with Regional Labor Market Needs, Trends, and Projections
- **Minnesota Department of Employment and Economic Development (DEED)**
 - Contact: Amanda O’Connell, Southeast and South-Central Regional Analyst @ DEED
 - Product Type: Report
 - Primary Input: Alignment of Programs of Study with Regional Labor Market Needs, Trends, and Projections
- **Minnesota State College Southeast Workforce Summits**
 - Contact: Dr. Marsha Danielson, President @ Minnesota State College Southeast
 - Product Type: Meeting Notes
 - Primary Input: Alignment of Programs of Study with Regional Labor Market Needs, Trends, and Projections and skills employers are looking for within their industry and business.
- **RealTime Talent**
 - Contact: Erin Olson, Senior Director of Strategic Research @ RealTime Talent
 - Product Type: Report, Webinar
 - Primary Input: Alignment of Programs of Study with Regional Labor Market Needs, Trends, and Projections
- **Southeast Service Cooperative (SSC)**
 - Contact: Sarah Ness, Program Manager @ SSC
 - Product Type: Meetings, Outbound communication
 - Primary Input: Improving the quality of local CTE programs via (primarily) experiential learning programming.
- **Southern Minnesota Consortia Meetings**
 - Contact: Jeannie Meidlinger, Perkins Coordinator @ Rochester Community and Technical College
 - Product Type: Meeting Notes
 - Primary Input: Peer-to-Peer support in the approach and work of the CLNA and FY25-26 Plan and Budget.

- **Southern Minnesota School Counselor Convening**
 - Contact: Jeannie Meidlinger, Perkins Coordinator @ Rochester Community and Technical College, Dawn Lubahn, Perkins Coordinator @ Minnesota State College Southeast
 - Product Type: Meeting Notes
 - Primary Input: School counselors providing information and identifying gaps and barriers to connecting students to secondary and post-secondary CTE programs.
- **Southern Minnesota Health Care Summit**
 - Contact: Jeannie Meidlinger, Perkins Coordinator @ Rochester Community and Technical College, Dawn Lubahn, Perkins Coordinator @ Minnesota State College Southeast, Brian Cashman, Secondary Coordinator @ Southeast Consortium
 - Product Type: Meeting Notes
 - Primary Input: Healthcare employers, higher ed administrators, faculty, and staff providing information and identifying gaps and barriers to connecting students to healthcare careers, exploration, and accredited post-secondary programs.
- **Southeast Perkins Consortium**
 - Contact: Brian Cashman, Secondary Coordinator @ Southeast Consortium
 - Product Type: Minnesota Department of Education (MDE) Secure Reports – Carl Perkins
 - Primary Input: Improving Programs of Study, especially in regard to equity of access.
- **Southeast Perkins Consortium**
 - Contact: Dawn Lubahn, Post-Secondary Coordinator @ Southeast Consortium
 - Product Type: Minnesota State Power BI Secure Reports – Carl Perkins
 - Primary Input: Improving Programs of Study, especially in regards to equity of access, persistence, and completion.
- **Southeast Perkins Consortium**
 - Contact: Brian Cashman, Secondary Coordinator @ Southeast Consortium
 - Product Type: Survey
 - Primary Input: Needs of CTE programs at the local school level.
- **Southeast Perkins Consortium**
 - Contact: Jennifer Hawkins, VP of Strategic Initiatives & Calvin Clemons, Director of Secondary Relations @ Minnesota State College Southeast
 - Product Type: Survey of Post-Secondary CTE Faculty
 - Primary Input: Needs of post-secondary CTE programs at the local level.
- **Southeast Perkins Consortium**
 - Contact: Calvin Clemons, Director of Secondary Relations @ Minnesota State College Southeast
 - Product Type: Employer Listening Sessions and Employer Outreach; surveys and meeting notes
 - Primary Input: Talent and training needs of local business and industry.
- **Southeast Perkins Consortium**
 - Contact: Brian Cashman, Secondary Coordinator @ Southeast Consortium
 - Product Type: Request for Proposal (RFP)

- Primary Input: Needs of CTE programs at the local school level.
- **United Way – Twin Cities**
 - Contact: Liz Williams, Senior Program Officer – Career Academies @ Greater Twin Cities United Way
 - Product Type: Professional Development
 - Primary Input: Best practice on implementing high-quality Programs of Study/Career Academies.
- **Workforce Development, Inc. (WDI)**
 - Contact: Jinny Rietmann, Executive Director
 - Product Type: WIOA and Related Plan Development
 - Primary Input: Alignment of Programs of Study with Regional Labor Market Needs, Trends, and Projections and skills employers are looking for within their industry and business. Plus, intentionally engaging and supporting traditionally underserved populations.
- **Workforce Development, Inc. (WDI)**
 - Contact: Megan Horton, Youth Services Director @ WDI
 - Product Type: Meetings, Reports
 - Primary Input: Alignment of Programs of Study with Regional Labor Market Needs, Trends, and Projections and skills employers are looking for within their industry and business.

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

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

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations¹;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

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

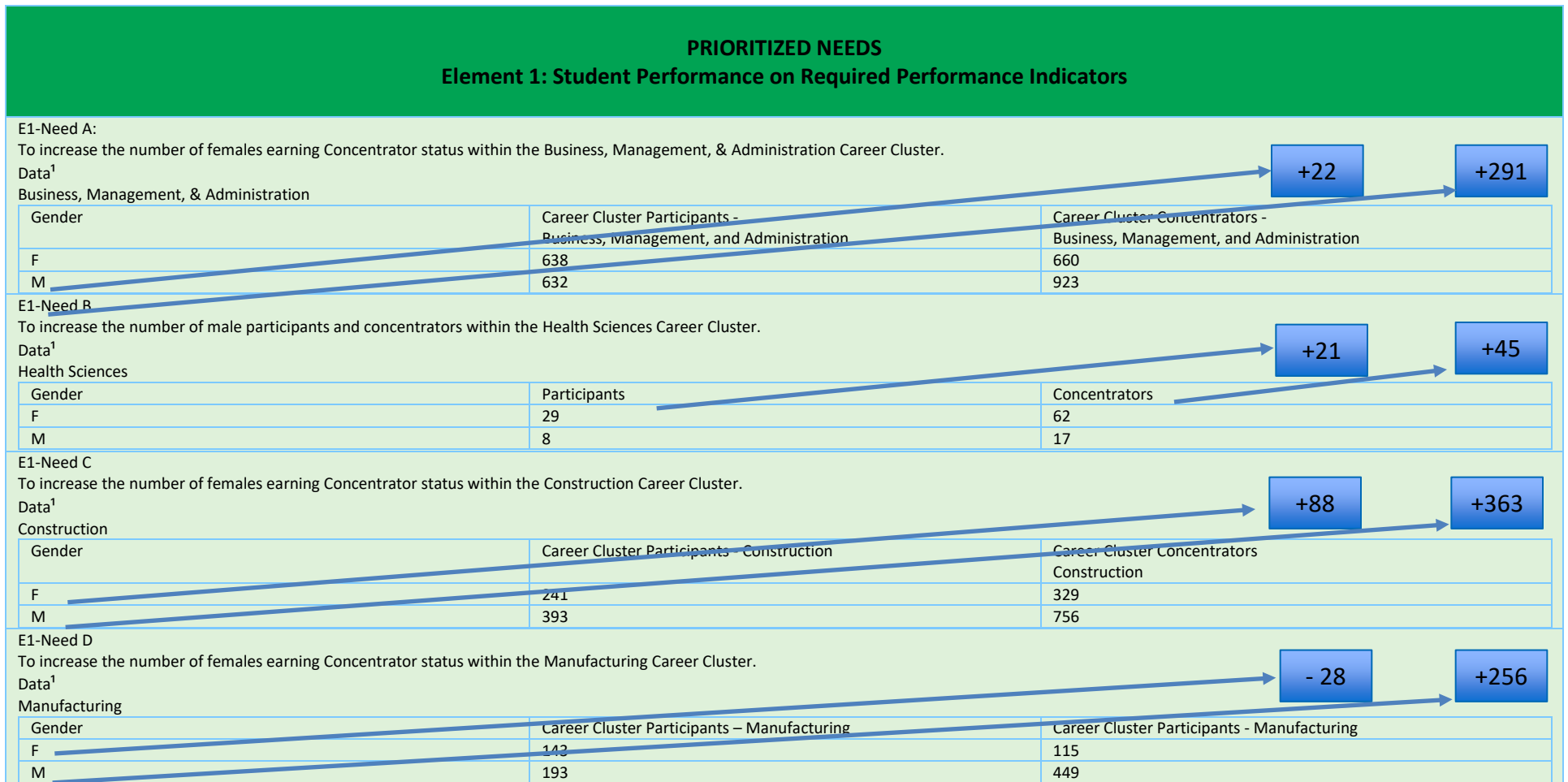
Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Many (Survey and RFPs)	CTE Teachers – AFNR CTE Teachers – Business CTE Teachers – Family Consumer Science CTE Teachers – Trade & Industry	CTE Teachers (Secondary)
Many (Survey and RFPs)	School Counselors	School Counselors (Secondary)
Many (Survey and RFPs)	High School Principals / Superintendents	School and District Administrators (Secondary)
Many (Facilitated Feedback @ Workforce Summits)	Multiple	Employers
Many (Survey)	High School Students	Students
John Campfield-Huth	Southeast Program Review	Students
Paul Dressen	Prairie Island Community	Representative of the Tribe
Many	Minnesota State College Southeast Program Annual Advisory Committee Meetings	Employers
Amanda O’Connell	Southeast and South-Central Regional Analyst Minnesota Department of Employment and Economic Development	Economic Development
Allison Wagner	Director of Grants, Community Development Economic Associates	Workforce Development
Chris Hahn	Community and Business Development Specialist, Community Development Economic Associates	Workforce Development
Dee Slinde	Outreach Specialist, Workforce Development, Inc.	Workforce Development
MaryAnne Smith	Youth Workforce Navigator Bluff Country Collaborative / Workforce Development Inc.	Workforce Development
Megan Horton	Youth Services Director Workforce Development, Inc.	Programs for out-of-school youth, homeless children and youth, and at-risk youth
Kenney White	Dean of Students Minnesota State College Southeast	Students
Deb Marcotte	Executive Director Hiawatha Valley Education District	Special Populations
Jacob Griggs	Dean of Business, Trade & Technology Minnesota State College Southeast	Post-Secondary CTE Faculty

Name	Title	Group Represented
Kate Parsi	Director of Advising and Accessibility Services Minnesota State College Southeast	Special Populations
Carrie Travis	Dean of Nursing & Allied Health Minnesota State College Southeast	Post-Secondary CTE Faculty
Marleen Lundberg & Autumn Herber	Area Manager CareerForce	Workforce Development
Kevin Cardille	Executive Director Winona County Workforce Development Board	Workforce Development
Nicole Bolduan	Principal Goodhue County Education District/River Bluff Education Center	Special Populations
Christian Wernau	Region 10 Low Incidence Facilitator Zumbro Education District	Special Populations
Calvin Clemons	Director of Trade and Technology Minnesota State College Southeast	Employers

	Priority
	Element 1: Student Performance of Required Performance Indicators
Priority 1	Experiential learning experiences designed specifically for Non-Traditional secondary students in Business, Management, & Administration, Health Science, Construction (Trade & Industry), and Manufacturing (Trade & Industry). [Synthesized from Element 1, Needs A-E]
Note:	As of February 2025, Consortium Performance Report for Grant Year 3 (2024), Secondary and Post-Secondary has met all Performance Indicators.
Priority 3	As of the January 23, 2024 Consortium Performance Report for Grant Year 2 (2023), Secondary has met all of the Performance Indicators. Program Quality: Work-Based Learning has seen an uptick year after year (11.40%/2021 – 13.87%/2022 – 16.25%/2023). We would like to continue to increase this percentage.
Priority 4	As of the January 23, 2024 Consortium Performance Report for Grant Year 2 (2023), Post-secondary has met all of the Performance Indicators. Earned Recognized Postsecondary credential (2P1) has a baseline of 62.06%, and an actual performance of 59.95% (2023). We would like to strive to return this to or exceed baseline percentage.
	Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students
Priority 1	Student access to industry-aligned equipment at both the secondary and post-secondary level.
Priority 2	Student access to career development opportunities aligned with in-demand career fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience (source: https://www.lyftpathways.org/the3Es).
Priority 3	Availability of a blended, supplemental, and industry-aligned instructional resources for Business, Management, & Administration career pathways.
Priority 4	Student access to Career Technical Student Organizations (CTSOs), especially in Health Science, Business, and Trade & Industry at both the secondary and post-secondary level.
Priority 5	Building student Employability/Professional Skills (center of the Minnesota Career Wheel) at both the secondary and post-secondary level.
	Element 3: Programs Towards Implementation of CTE Programs of Study
Priority 1	The Southeast Consortium launched a successful professional learning and continuous improvement cohort with the Business Instructors in FY24. Given its success and the positive impact on aligning instruction with industry need and instructional frameworks, the Consortium will expand this effort to include the other Career and Technical Education Programs of Study. The Southeast Consortium will offer at least 1 regional instructor meeting for each CTE Career Field in FY26.
Priority 2	Increased access for students to industry-recognized credentials that are connected to the Consortium State Recognized Programs of Study.
Priority 3	Increased access to early college credit.
	Element 4: Improving Recruitment, Retention, and Training of CTE Professionals
Priority 1	Instructor access to CTE licensure programs and instructor participation in CTE licensure programs, including the Southeast Minnesota CTE Licensure Cohort and the 2 + 2 CTE Instructor Program between Minnesota State College Southeast and Winona State University.
Priority 2	Access to high-quality professional development for CTE instructors, school counselors, school administrators, and Perkins-File school reporting staff.
Priority 3	Increase retention and job satisfaction of post-secondary nursing faculty in both Practical Nursing and Associate of Science Nursing degree programs.
	Element 5: Progress Towards Equal Access to CTE Programs for All Students
Priority 1	Increased access to career pathways for students with IEPs in the Goodhue County Education District 18-21 Year-Old Transition Program (ACTE-SPED).
Priority 2	Increased access to job-ready skills for students with IEPs in the Hiawatha Valley Education District 18-21 Year-Old Transition Program(s) (ACTE-SPED).
Priority 3	Increased number of students receiving English Learner programming enrolled in CTE programs and courses.

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS



E1-Need E

To increase the number of females earning Concentrator status within the Transportation Career Cluster.

Data¹

Transportation

Gender	Career Cluster Participants – Transportation	Career Cluster Participants - Transportation
F	8	13
M	37	153

+5

+116

E1-Need F

To continue to increase the 4S1 and 5S3 percentages.

Data¹³

Fiscal Year	Non-Traditional Program Concentration (4S1)	Program Quality: Work-Based Learning (5S3)
FY23	31.12%	11.40%
FY22	35.67%	13.87%
FY21	35.82%	16.25%

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

PRIORITIZED NEEDS

Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students

E2-Need A

Building student Employability/Professional Skills (center of the Minnesota Career Wheel).

Data¹¹

- ~~Employability/Professional Skills development includes using Applied Mathematics to analyze and integrate into each Career and Technical Education Career Field.~~

E2-Need B

Student access to industry-aligned equipment.

Data²

- 51.5% of respondents indicated that “Course Materials and Equipment” were their biggest need within their CTE program(s).
- Of the 11 possible answers to the question “Which of the following components of your CTE are going well?”, “Course Materials and Equipment” ranked 7/11.
- Of the 63 answers provided to the open ended question “What is the best thing about your CTE program?”, equipment was mentioned once (1/63, 2%). Of the 64 answers provided to the open ended question “What is the hardest thing about your CTE program”, 11 answers referenced equipment (11/64, 17%).
- Of the 55 answers to the open ended question “If the Perkins Consortium could only do one thing to support your CTE program, what would it be?”, 7 answers referenced equipment (7/55, 12%).
- Industry-grade equipment is referenced as a key component of a high-quality CTE program (source: <https://education.mn.gov/mde/dse/cte/>)
- The Association for Career and Technical Education (ACTE) references industry-grade equipment multiple times in its “High Quality CTE” Frameworks (source: <https://www.acteonline.org/professional-development/high-quality-cte-tools/>).

E2-Need C

Availability of a blended, supplemental, and industry-aligned instructional resources for Business, Management, & Administration career pathways.

Data³

- Recommendation of the Business & Marketing Job-Alike Cohort.

E2-Need D

Student access to career development opportunities aligned with in-demand career fields and aligned with the 3Es Roadmap of Exploration, Exposure, and Experience (source: <https://www.lyftpathways.org/the3Es>).

Data^{4 1 5}

- Students surveyed[^] favored assistance with the Exposure and Experience opportunities. Exposure opportunities include things such as tours, job shadows, and interviews while Experience opportunities include internships, apprenticeships, and Work-Based Learning[^].
- Students surveyed⁴ favored assistance with the Exposure and Experience opportunities. Exposure opportunities include activities such as industry/employer tours.
- Consortium data¹ indicates gaps in Non-Traditional Gender for Business, Health Science, Construction, Manufacturing, and Transportation Career Clusters.
- Southeast Minnesota Regional Labor Market Data⁵ indicates a current and projected need for employees within the Health Science and Hospitality & Tourism Career Clusters.

E2-Need F

Student access to Career Technical Student Organizations (CTSOs), especially in Health Science, Business, and Trade & Industry.

Data^{6 5 1}

- Health Science – Both DEED⁶ and RealTime Talent⁵ Labor Market Data for Southeast Minnesota indicate a current and projected high need for multiple careers within Health Science. Also, student feedback⁴ indicates that Health Science is the career field most often referenced to be of interest by students. Concurrently, there are only a few Health Science programs at the high school level in the Southeast Consortium (103 total enrollments versus, for example, over 3000 enrollments in the AFNR Career Field~). This leaves a large gap between interest and opportunities for career development within Health Science. Increasing HOSA chapters in the region would help bridge that gap.
- Consortium data¹ indicates gaps in Non-Traditional Gender for the Business, Marketing, & Administration Career Cluster, as well as the Construction, Manufacturing, and Transportation Career Clusters. CTSOs are able to provide another option for access and engagement outside of courses within these areas. Projects, competitions, and related activities within CTSOs are designed to encourage participation, learning, and engagement for all students.

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

PRIORITIZED NEEDS

Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A:

The establishment of professional learning and continuous improvement cohorts to review all Career and Technical Education Programs of Study⁷ for the following:

1. Program alignment with Instructional Frameworks.
2. Program alignment with Industry Standards.
3. Program alignment with Labor Market data.
4. Program alignment with the emerging field of Applied Math/Data.
5. Program alignment with integrated Academic and Technical Skills.
6. Peer-to-Peer sharing on best practice in the CTE classroom and within CTE programs.

E3-Need B

Increased access for students to industry-recognized credentials that are connected to the Consortium's State Recognized Programs of Study.

Data²

- 16.2% of respondents indicated that "Industry Certifications" are going well in their CTE program(s).
- 45.5% of respondents indicated that "Industry Certifications" is an area of needed improvement in their CTE program(s).

E3-Need C

Increased access to early college credit.¹⁵

Regional Articulations are available for high school CTE instructors to connect their programs and courses to regional post-secondary institutions.

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

PRIORITIZED NEEDS

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

E4-Need A:

Access to high-quality professional development for CTE instructors, school counselors, school administrators, and Perkins-File reporting personnel.

Data⁹

- 32% of respondents indicated that if the Southeast Consortium could only do one thing to support CTE, it would be Professional Development and Job-Alike Regional Meetings. This doubled the next highest percentages of 16%: Teacher Licensure and Equipment.

E4-Need B

Instructor access to CTE licensure programs and instructor participation in CTE licensure programs, including the Southeast Minnesota CTE Licensure Cohort and the 2 + 2 CTE Instructor Program between Minnesota State College Southeast and Winona State University.

Data^{8 9}

- Of the 75 secondary instructors in State-Approved CTE Programs, 69% are fully licensed, 15% are on Tier 1 or Tier 2 licenses, 9% are on an Out-of-Field Permission, and 7% are non-CTE licensed.
- 11 Southeast Consortium instructors have indicated an interest⁸ in participating in a Southeast Minnesota CTE Licensure Cohort made possible through the Lakes Country Service Cooperative and the Southeast Service Cooperative.

E4-Need C

Increase retention and job satisfaction of post-secondary nursing faculty in both Practical Nursing and Associate of Science Nursing degree programs.

- According to Dean of Nursing and Allied Health Carrie Travis, Minnesota State College Southeast has experienced over 80% turnover in credentialed nursing faculty in the past 12 months.

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

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

E5-Need A

Increased access to career pathways for students with IEPs in the Goodhue County Education District 18-21 Year-Old Transition Program (ACTE-SPED).

Data^{1 10 12}

- The Goodhue County Education District offers a State-Approved Work-Based Learning program (ACTE-SPED) and will be moving towards a Project SEARCH model to increase student access to applicable and meaningful career pathways.

E5-Need B

Increased access to job-ready skills for students with IEPs in the Hiawatha Valley Education District 18-21 Year-Old Transition Program(s) (ACTE-SPED).

Data^{1 10}

- The Hiawatha Valley Education District offers State-Approved Work-Based Learning programs (ACTE-SPED), which will include student participation in the Career Work Skills Challenge in Spring 2026.

E5-Need C

Alignment of IEP Goals with CTE Programs and Courses.

Data¹⁴

- There has not been a consortium-wide effort to draw connections between IEP Goals and Career and Technical Education (CTE) programs and courses.

E5-Need D

Increased number of students receiving English Learner programming enrolled in CTE programs and courses.

Data¹

- Students receiving English Learner services constitute slightly less than 2% of all CTE enrollments in the Southeast Consortium¹.

Data Sources

- ¹Minnesota Department of Education, Secure Reports / Carl Perkins Secure Reports. Accountability > Accountability: Enrollment [https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp] (accessed February 2024).
- ²Southeast Consortium Comprehensive Local Needs Assessment Survey. [https://forms.gle/ochGu8uYmm2foQkY8] (Opened on 1/16/24, Closed on 2/14/24).
- ³Southeast Feedback, Consortium Business, Marketing, & Administration Secondary Instructors. Program Approval Cohort on 2.15.24 (in-person).
- ⁴Bluff Country Collaborative Student Survey. [paper/pencil] (opened/closed on 9/21/23).
- ⁵RealTime Talent, Workforce Trends Career & Technical Information Southeast Minnesota (No Listed Author). [https://www.minnstate.edu/system/cte/professionaldevelopment/documents/2023MNState-CTE-RegionalWorkforceTrends-SE-Region.pdf] (accessed February 2024).
- ⁶Minnesota Employment and Economic Development (DEED) (Amanda O’Connell). [https://mn.gov/deed/assets/091123_SE_tcm1045-133258.pdf] (accessed February 2024).
- ⁷FY24 Job-Alike Regional Meeting Schedule and Business Instructor Feedback
- ⁸Lakes Country Service Cooperative CTE Licensure Interest Survey [https://forms.gle/kSb5CpLbuMCN4mWD6] (Dustin Steenblock) (February 2024).
- ⁹Minnesota Professional Educator Licensing and Standards Board, License Lookup. [https://public.education.mn.gov/LicenseLookup/educator] (accessed at various times throughout the school year).
- ¹⁰Minnesota Department of Education, Program Approval Database. [https://education.mn.gov/MDE/dse/cte/progApp/] (accessed February 2024).
- ¹¹Perkins Collaborative Resource Network (PCRN), Employability Skills – Applied Knowledge > Applied Academic Skills > Math Strategies/Procedures. [https://cte.ed.gov/initiatives/employability-skills-framework] (access February 2024).
- ¹²Project SEARCH, Minnesota Department of Education/Department of Employment and Economic Development/Department of Human Services/Department of Administration (<https://www.mn.gov/projsrch/index.html>) (April 2, 2024).
- ¹³Minnesota State Colleges and Universities, Consortium Performance Indicators-Southeast Consortium (<https://www.minnstate.edu/system/cte/perkins-consortia.html>) (April 2, 2024)
- ¹⁴YES! Youth Employment Solutions Center, Lufkin M. and National Alliance for Partnerships in Equity (NAPE) <https://napequity.org/wp-content/uploads/CTE-Brief-2021-11-05.pdf> (April 5, 2024)
- ¹⁵Minnesota Department of Employment and Economic Development, High School Career and Technical Education as a Workforce Development and Retention Strategy, Alessia Leibert, <https://mn.gov/deed/newscenter/publications/trends/june-2022/high-school.jsp> (April 16, 2024)

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$172,730.02	\$46,690.01	\$219,420.03
Postsecondary Allocation:	\$171,895.11	\$46,690.01	\$218,585.12
Total Consortium Allocation:	\$344,625.13	\$93,380.02	\$438,005.15

INSERTING ADDITIONAL ROWS

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

1. Right-click on the row number of a empty row in the section for which additional rows are needed.
2. From the popup menu, select "Copy"
3. Right-click the same row again
4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

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

1. Do NOT change any information in rows 1 - 3.
2. Cells highlighted in YELLOW require data entry.
3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.
4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

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

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

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

STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK

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

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

Southeast	Narrative Funding--Secondary
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(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.

[illegible]

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]

Southeast

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
				\$0.00
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	CLNA, FY27-FY29 Planning, Southern MN Regional Articulation Group		\$4,193.11	\$4,193.11
	Job-Alike Regional Meetings		\$5,500.00	\$5,500.00
	Industry-aligned Equipment (regional, with St. Cloud State University)		\$15,000.00	\$15,000.00
	Career-connected Learning Events		\$18,866.90	\$18,866.90
	Work-Skills Challenge Day	\$800.00		\$800.00
300's Services/Subawards	SUBTOTAL	\$800.00	\$43,560.01	\$44,360.01
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]—No more than 5% of Total (Enter amount in YELLOW cell at right)				\$2,330.00
2024-2025 Proposed Budget		\$800.00	\$43,560.01	\$46,690.01

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

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

SECONDARY Narrative for Perkins V Application

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

- 1. Secondary Coordinator Salary and Benefits
- 2. \$38,379.00 (Basic/428 - 100s and 200s) (in total)
- 3. Narrative 10
- 4. CLNA Elements 1-5

*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.*

<div>1. Programs of Study, Industry-Aligned Equipment</div> <div>2. \$26,396.00 (Basic/428-303)</div> <div>3. Narrative 2</div> <div>4. CLNA Element 2</div> <div>Funded POS (Power Systems) Rushford-Peterson</div> <div>Funded POS (Culinary) Rushford-Peterson, Zumbrota-Mazeppa</div> <div>Funded POS (Animal Systems) Dover-Eyota</div> <div>Funded POS (Construction) Mabel-Canton, Lewiston-Altura</div> <div>Funded POS (Manufacturing/Production Process)</div> <div>Funded POS (Manufacturing/Production) Winona</div> <div>Funded POS (Early Childhood) La Crescent-Hokah, Zumbrota-Mazeppa</div> <div>Funded POS (Health Science) Houston/MNVA, Zumbrota-Mazeppa</div> <div>Funded POS (Transportation) Cannon Falls</div> <div>Funded POS (Finance)</div>
<div>1. Programs of Study, Curriculum (supplemental/innovative)</div> <div>2. \$11,602.00 (Basic/428-303)</div> <div>3. Narrative 2</div> <div>4. CLNA Element 2</div> <div>Business, Management, & Administration (Finance) Houston, Lanesboro, Wabasha-Kellogg</div> <div>Health Science Technology (Health Science) Houston/MNVA</div> <div>Business, Management, & Administration (Culinary) Rushford-Peterson</div>
<div>1. Career Technical Student Organizations</div> <div>2. \$14,200.00 (Basic/428-303)</div> <div>3. Narrative 2</div> <div>4. CLNA Element 2</div> <div>Travel and Advisory fees for events and leadership development.</div>
<div>1. Industry Certifications</div>
<div>SECONDARY Narrative for Perkins V Application</div>
<div>Describe how your consortium plans to use your Perkins award on Supplies and Materials expenditures (400s). Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.</div>

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*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.*

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SECONDARY Narrative for Perkins V Application
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*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.*

1. Goodhue County Education District, Indirect Cost
 2. \$8,636.50 (Basic/428-895)
 3. Narrative 11
 4. CLNA Elements 1-5
- Chargeback (no more than 5%).

1. Goodhue County Education District, Indirect Cost
 2. \$2,330.00 (Reserve/475-895)
 3. Narrative 11
 4. CLNA Elements 1-5
- Chargeback (no more than 5%).

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

1. Comprehensive Local Needs Assessment
 2. \$1,493.11 (Reserve/475-303)
 3. POS
 4. CLNA Elements 1-5
- CLNA preparation for FY27-FY29, specifically, funding for sub costs to attend CLNA meetings.

1. Job-Alike Regional Meetings
 2. \$5,500.00 (Reserve/475-303)
 3. POS
 4. CLNA Element 3
- Reimbursement for sub costs to allow CTE instructors to attend these meetings, which focus on program development.

1. Programs of Study, Access to Industry-Aligned Equipment
2. \$15,000.00 (Reserve/475-303)
3. POS
4. CLNA Element 2

Purchase of access to the St. Cloud State University Technology Education Network, which enables school districts to access the most up-to-date industry equipment across multiple Trade & Industry career pathways.

1. Career-Connected Learning Events
2. \$8,866.90 (Reserve/475-303)
3. Narrative 5
4. POS

Transportation and sub costs (when applicable): Agriculture, Food, & Natural Resources, Business, Management, & Administration, Engineering, Manufacturing, & Technology, Health Science, Human Services. Plus, transportation for regional events such as – Bluff Country Collaborative Events, Construct Tomorrow, Cannon Falls Career/College/Job Fair, Minnesota State College Southeast Trade & Tech Day, etc.

1. Braided Funding – Bluff Country Collaborative Youth Workforce Navigator
2. \$10,000.00 (Reserve/475-303)
3. POS
4. CLNA Elements 3, 5, and 6

Braided funding (with the Southeast Service Cooperative, Workforce Development Inc., and regional businesses) to enable the Navigator to co-facilitate career-connected learning events, as well as generate group and individual student experiences.

1. Work Skills Challenge Day
2. \$800.00 (Reserve/475-303)
3. Narrative 6
4. Gaps

Transportation costs for Work-Based Learning programs (ACTE-SPED) to access a regional, transition skills-based event.

1. Membership – Minnesota Southern Regional Articulation Group
2. \$2,700.00 (Reserve/475-303)
3. POS
4. CLNA Element 3

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
Faculty	Faculty time Career Exploration Events		\$2,000.00									\$2,000.00
Faculty	Curriculum Writing				\$15,180.21							\$15,180.21
Perkins Support	Perkins Coordinator										\$39,134.00	\$39,134.00
Perkins Support	Perkins Assistant										\$19,226.00	\$19,226.00
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$2,000.00	\$0.00	\$15,180.21	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,360.00	\$75,540.21
Equipment	Equipment for 10 POS		\$69,851.00									\$69,851.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$69,851.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$69,851.00
Transportation	Bus supports for career exploration events		\$3,605.94									\$3,605.94
Professional Development	Professional Development Supports			\$1,750.00					\$13,062.96			\$14,812.96
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$3,605.94	\$1,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,062.96	\$0.00	\$0.00	\$18,418.90
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$8,085.00	\$8,085.00
2024-2025 Proposed Budget		\$0.00	\$75,456.94	\$1,750.00	\$15,180.21	\$0.00	\$0.00	\$0.00	\$13,062.96	\$0.00	\$66,445.00	\$171,895.11

[illegible]

Southeast

Reserve Funding--Postsecondary

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			\$0.00	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
Performance Gap Support	1P1, 2P1, 3P1, supports to students	\$17,149.00		\$17,149.00
CTE Teacher/Faculty Recruitment & Retention	Onboarding, Orientation, and support for new CTE instructors		\$27,211.01	\$27,211.01
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$17,149.00	\$27,211.01	\$44,360.01
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$2,330.00
2024-2025 Proposed Budget		\$17,149.00	\$27,211.01	\$46,690.01

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.		

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. Faculty Time for summer Career Exploration Events (Camp T & T)

2. \$2,000

3. Narrative 2

4. CLNA Elements 2 & 5

1. Faculty time for curriculum development or improvement including IT, Cybersecurity, and Networking

2. \$15,180.21

3. Narrative 4

4. CLNA Element 2

1. Post-Secondary Coordinator and Perkins Assistant Salary and Benefits

2. \$58,360

3. Narrative 10

4. CLNA Elements 1-5/ Consortium Operations

*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.*

1. Equipment;

2. \$69,851

3. Narrative 2

4. CLNA Element 2 / Industry-Aligned Equipment

Priority	Cost Center	Cost Center Name	Budget Manager	Category	Request Description & Rationale	Justification	Priority	Strategic Goal	Amount of Request
1	311816/PG0009230	Auto Body Repair	Dean of Trade & Tech	Equipment under \$10k	Replace: paint gun upgrades and capacity expansion (in progress - purchased 5 through grant funds in FY25 - need 1 more gun and accessories)	Program Review	1-required/must have	5 - Align educational programs with current and emerging labor market needs.	\$1,500.00
2	311817/PG0009231	Auto Mechanics	Dean of Trade & Tech	Equipment over \$10k	New Equip: Electric Vehicle battery lift - will allow for expanded curriculum	Other	1-required/must have	3 - Increase student learning outcomes and improve student engagement by implementing high-impact teaching practices.	\$10,000.00
3	311834/PG0009232	Carpentry	Dean of Trade & Tech	Equipment over \$10k	Replace:37" belt sander for finishing cabinet face frames and doors, sander will come with significant tech upgrades	Assessment-Student Learning	1-required/must have	3 - Increase student learning outcomes and improve student engagement by implementing high-impact teaching practices.	\$14,351.00
4	311889/PG0009236	Machine Tool & Die	Dean of Trade & Tech	Equipment over \$10k	New Equipment: Laser marking machine - allows students to mark parts. Potential for recruitment.	Other	2-medium need	2 - Meet enrollment goals to include learners from diverse backgrounds and prioritize resources through a comprehensive, future-oriented strategic enrollment management plan.	\$14,000.00
5	311816/PG0009230	Auto Body Repair	Dean of Trade & Tech	Other	New Equip: Vehicle Wrapping - will allow us to add a course in vehicle wrapping	Advisory Committee	3-low need/would like	5 - Align educational programs with current and emerging labor market needs.	\$5,000.00
7	311816/PG0009230	Auto Body Repair	Dean of Trade & Tech	Equipment over \$10k	Replace: Spot Welder - current one is over 10 years old, has old tech, and overall issues	Assessment-Student Learning	1-required/must have	5 - Align educational programs with current and emerging labor market needs.	\$25,000.00

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. Transportation for career exploration events
2. \$3605.94
3. Narrative 2
4. CLNA Element 2

1. Professional Development
2. \$1,750 – STEMForward Membership with Southeast Service Cooperative & \$13,062.96 – Support to Professionals - ACTE Vision Conference, Instructors to MAAE Ag Tech Conference, MACTA/ACTE **Organizational** Memberships, CTE Works Conference
3. Narrative 3 & 8
4. CLNA Elements 1, 3, & 4

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.

1. Administrative Costs / Indirect 5%
2. \$8085.00
3. Narratives 10 & 11
4. CLNA Elements 1-5 / Consortium Operations

*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. Support to students
2. \$17,149
3. Narrative 11
4. CLNA Element 5 – Institutional license for Anthology's Ally Accessibility Tool (\$3,000 one time fee + \$1649 first year + \$2,500 on demand training library + \$10,000 implementation consultant = \$17,149)

1. CTE Instructor Recruitment& Retention
2. \$27,211.01
3. Narrative 11

4. CLNA Element 4 – Nursing instructor orientation and onboarding (indepth training on simulation software and assessing students while performing skills during simulation using standardized rubrics, ect. by utilizing more simulation lab exercises we are able to expand program capacity as simulation lab time can replace some, not all, clinical requirements), ATI conference for Nursing faculty, CTE Instructor Bootcamp (\$500 per faculty, up to 4 faculty to provide up to 3 days of training to high school CTE instructors in the areas of Welding, CNC, Mechatronics, Construction, and/or Electronics, the subject areas offered are based on the high school instructors needs, addresses the need of High School CTE instructor professional development, which results in improved instructor retention)

1. 5% Indirect/ Reserve
2. \$2330
3. Narratives 10 & 11
4. CLNA Elements 1-5/ Consortium operations:
Form the Federal Office of Management and Budget:
Circular No. A-87
Attachment E
Section A: Part 1

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one cost objective and cannot be readily identified with a particular final cost objective without effort disproportionate to the results achieved.

Indirect cost examples

Rent.

Utilities.

Insurance.

Professional fees.

Administrative expenses.

Office supplies.

Employee salaries.

Advertising.

Consortium Plan: Budget Summary 2022-2023

<div> Southeast <div> July 1, 2025 - June 30, 2026 (FY26) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$52,198.00		\$52,198.00
	Postsecondary		\$75,456.94	\$75,456.94
	Total	\$52,198.00	\$75,456.94	\$127,654.94
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$1,750.00	\$1,750.00
	Total	\$0.00	\$1,750.00	\$1,750.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$26,710.00		\$26,710.00
	Postsecondary		\$15,180.21	\$15,180.21
	Total	\$26,710.00	\$15,180.21	\$41,890.21
Narrative 5: Special Populations	Secondary	\$14,061.52		\$14,061.52
	Postsecondary		\$0.00	\$0.00
	Total	\$14,061.52	\$0.00	\$14,061.52
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 8: Support for Professionals	Secondary	\$28,745.00		\$28,745.00
	Postsecondary		\$13,062.96	\$13,062.96
	Total	\$28,745.00	\$13,062.96	\$41,807.96
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 10: Governance	Secondary	\$51,015.50		\$51,015.50
	Postsecondary		\$66,445.00	\$66,445.00
	Total	\$51,015.50	\$66,445.00	\$117,460.50
Narrative 11: Reserve Funds	Secondary	\$46,690.01		\$46,690.01
	Postsecondary		\$46,690.01	\$46,690.01
	Total	\$46,690.01	\$46,690.01	\$93,380.02
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$10,966.50		\$10,966.50
	Postsecondary		\$10,415.00	\$10,415.00
	Total	\$10,966.50	\$10,415.00	\$21,381.50
PLAN TOTALS	Secondary	\$219,420.03		\$219,420.03
	Postsecondary		\$218,585.12	\$218,585.12
	Total	\$219,420.03	\$218,585.12	\$438,005.15

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$172,730.02	\$46,690.01	\$219,420.03
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$171,895.11	\$46,690.01	\$218,585.12
Budget Over /Short	\$0.00	\$0.00	\$0.00

Year	Control # (Secondary)	District	Department	Program (Pos)	File Folder #/Teacher	Item	ID #	Quantity	R#	Cost	Tagged as	Picture of	Location	Notes
PV25	25-20-108	Spring Grove	AFNR		332000/Karen Tishhammer	AL/DK Welder		6	6	\$3,088.60	Yes			
PV25	25-20-107	Winona	Family Consumer Science		1019115/Shari Steteland	Real Care Babes		6	6	\$1,871.50	Yes			
PV25	25-20-106	La Crescent-Hokah	Trade & Industry		1027547/Brandon Page	Industry Grade Sander		1	1	\$3,156.39	Yes			
PV25	25-20-105	Houston	Trade & Industry		369761/Kiel Koehler	Motorcycle Lift		1	1	\$3,109.00	Yes			
PV25	25-20-102	California	Family Consumer Science		426896/Amanda Christiansen	1000 3/4" Baby Wipe		1	1	\$3,092.00	Yes			Calcedon
PV25	25-20-101	Red Wing	Family Consumer Science		468843/Samantha Kierker	Real Care Babes x2		2	2	\$2,732.34	Yes			RWHS
PV24	24-20-109	Winona	Trade & Industry		1011068/Jerry Benedict	Butter Layer Engraver		1	1	\$3,112.81	Yes			Transferred from MSC to WAPS 02.02.2024
PV24	24-20-108	Winona + Shared in Concor	Family Consumer Science		101997/Austen Piss	Orange Shaper		1	1	\$3,112.81	Yes			
PV24	24-20-107	Spring Grove	AFNR		332000/Karen Tishhammer	Child Care Experience Package (ReallyWorks)		1	1	\$3,836.50	Yes			
PV24	24-20-106	California	Family Consumer Science		426896/Amanda Christiansen	Real Care Baby		1	1	\$3,875.50	Yes			
PV24	24-20-105	Winona	Family Consumer Science		1019115/Shari Steteland	CV Curriculum (Consortium reimbursed W & @ \$2,969.25)		1	1	\$4,912.50	Yes			
PV24	24-20-104	La Crescent-Hokah	Trade & Industry		407174/Paul Tollefsrud	Real Care Babes		1	1	\$2,245.94	Yes			
PV24	24-20-103	La Crescent-Hokah	Trade & Industry		407174/Paul Tollefsrud	Virtual Welder		1	1	\$3,143.40	Yes			
PV24	24-20-102	La Crescent-Hokah	Trade & Industry		407174/Paul Tollefsrud	Advanced 444-4445 Cordless 2-Tool Combo-Kit		1	1	\$2,934.94	(Donated)			
PV24	24-20-101	Rushford-Peterson	Family Consumer Science		369865/Kim Thompson	12 ga JET Manual Box and Pan Brake		1	1	\$5,349.00	Yes			
PV24	24-20-100	Winona	Family Consumer Science		369865/Kim Thompson	Freidrange Professional 18.5 G. G. R. Stainless Steel All Indefatigue		1	1	\$3,999.55	Yes			
PV24	24-20-100	Winona	Trade & Industry		1011068/Jerry Benedict	Vinyl Printer Machine (Consortium reimbursed \$5,000.00 to Winona)		1	1	\$7,985.63	Yes			
PV23	23-20-107	Spring Grove	AFNR		332000/Karen Tishhammer	Industrial Grade Saw Stop		1	1	\$4,825.00	Yes			
PV23	23-20-106	La Crescent-Hokah	Trade & Industry		429358/Mark Moulton	WinMo CABT Portable Welding Table		1	1	\$3,007.14	Yes			
PV23	23-10-105	Houston	Trade & Industry		369761/Kiel Koehler	Table Saw		1	1	\$3,179.00	Yes			
PV23	23-10-104	Houston	Trade & Industry		369761/Kiel Koehler	Cabinet Saw System		1	1	\$4,000.00	Yes			
PV23	23-10-103	Houston	Trade & Industry		369761/Kiel Koehler	Edge Sand Bar		1	1	\$3,995.00	Yes			
PV23	23-10-102	Houston	Trade & Industry		369761/Kiel Koehler	Metall/Wood Band Saw		1	1	\$3,350.00	Yes			
PV23	23-10-101	Lake City	Family Consumer Science		455334/Angie Haywood	Real Care Baby		1	1	\$1,409.54	Yes			
PV23	23-10-100	La Crescent-Hokah	Trade & Industry		101422/Jonathan Kastr	Oil Mist 3 Pro (Oil RC) - Lightweight and Foldable Camera Drone with		1	1	\$3,336.00	Yes			
PV22	22-23-114	Kennon-Wanamingo	Trade & Industry		244107/Thompson, Doug	Tomahawk Tech Router		1	1	\$3,495.00	Yes			
PV22	22-23-113	La Crescent-Hokah	Family Consumer Science		311030/Traci Krust	RealCare Pregnancy Profile Sim 1 Pack (Empathy Belly)		1	1	\$1,048.95	Yes			
PV22	22-23-112	Red Wing	Family Consumer Science		468843/Kierker, Samantha	Real Care Chalks Baby and 1 Real Care Baby		1	1	\$3,134.65	Yes			
PV22	22-23-111	Plainview-Elgin-Millville	Health Sciences		462045/Cllg, Adam	Prenatal's Diversity Adult Mankin 4-pack w Feedback, Infant Mankin 1	See item description	1	1	\$1,872.95	Yes			
PV22	22-23-110	Plainview-Elgin-Millville	Health Sciences		462045/Cllg, Adam	RealCare Baby 2 Baby with 5 year warranty and Accessories (x2)	See item description	1	1	\$2,500.62	Yes			
PV22	22-23-109	Plainview-Elgin-Millville	Health Sciences		462045/Cllg, Adam	Full Body Mankin (S-205, 205) and Airway Management Mankin (S-	See item description	2	2	\$2,780.45	Yes			
PV22	22-23-108	Houston	Trade & Industry		369761/Koehler, Kiel	Plasma Cutter (Perkins contributed \$7,000.00 to total cost)		1	1	#####	Yes			
PV22	22-23-107	Red Wing	Trade & Industry		401441/John Jones	Powermatic PSBW-14CS 14" Woodworking Bandaw, with Stand and		1	1	\$1,999.99	Yes			
PV22	22-23-106	Spring Grove	AFNR		332000/Tishhammer, Karen	Milwaukee 255 MGC Wet Welder 80/734		1	1	\$3,399.00	Yes			
PV22	22-23-105	Cannon Falls	AFNR		343076/Duane Pilcotti	20" Planer		1	1	\$4,999.00	Yes			
PV22	22-23-104	Wabasha-Kellogg	Trade & Industry		267847/Neil Hedquist	Plasma Table w/LX Extension Kit, Water Table, and Laptop Stand		1	1	\$3,180.00	Yes			
PV22	22-23-103	California	AFNR		464099/Brian Larson	Grizzly 127555 - Band Welder 4.2 CVL		1	1	\$3,105.00	Yes			
PV22	22-23-102	Kennon-Wanamingo	AFNR		318163/Charles Larson	Mig Welder Millennium C252		1	1	\$1,756.42	Yes			
PV22	22-23-101	Houston	Business		401399/Ryan Gastzaff	Virtual Business - Accounting Lab License		1	1	\$1,295.00	Yes			
PV22	22-23-100	Kennon-Wanamingo	Family Consumer Science		442114/Steve Giam	Industry Grade Kitchen Sinks w/Steel Work Table		1	1	\$3,027.14	Yes			
PV21	21-24-107	Red Wing	Trade & Industry		472388/Aaron Yusten	Heat Transfer Press		1	1	\$2,212.00	Yes			
PV21	21-24-106	California	Business		475732/Tim Larson	Textbook Bundle, Microsoft Office Alligned		15	15	\$2,839.25	Yes			
PV21	21-24-105	La Crescent-Hokah	Trade & Industry		311030/Krist Tracer	Stanley Steel Work Table		1	1	\$3,005.00	Yes			
PV21	21-24-104	Houston	Business + Trade & Industry		401399/Ryan Gastzaff	Wireless Printer Proter 36"		1	1	\$3,028.15	Yes			
PV21	21-24-103	Rushford-Peterson	Trade & Industry		511016/Jackson King	Sander (Mississippi Welders Supply Co., Inc)		1	1	\$3,151.00	Yes			
PV21	21-24-102	Red Wing	Family Consumer Science		481676/Courtney Peter	Plant Producer Educational/Hedopisic System		1	1	\$2,449.00	Yes			
PV21	21-24-101	Lake City	Family Consumer Science		455514/Haviland, Angie	Dishwasher		1	1	\$4,875.96	Yes			
PV21	21-24-100	St. Charles	AFNR		488465/Samantha Selness	Welder, Millermatic 252		1	1	\$2,629.82	Yes			
PV20	20-24-108	Houston	Trade & Industry		369761/Kiel Koehler	NOVA Voucher DVS 18" Variable Speed Drill Press		1	1	\$3,600.00	Yes			
PV20	20-24-107	Chamfield	AFNR		411714/Tim Willette	MIG Welder - Lincoln 256		1	1	\$2,358.26	Yes			
PV20	20-24-106	Cannon Falls	Trade & Industry		304394/Mark Webster	Gas Welding Compressor		1	1	\$3,157.50	Yes			
PV20	20-24-105	Houston	Trade & Industry		369761/Kiel Koehler	Plasma Cutter		1	1	\$3,450.00	Yes			
PV20	20-24-104	Plainview-Elgin-Millville	Trade & Industry		310369/Dave Desjouis	36" Wide Belt Sander		1	1	\$6,000.00	Yes			
PV20	20-24-103	Rushford-Peterson	Business		509628/Joe Hink	Signage Register Kit		1	1	\$1,129.00	Yes			
PV20	20-24-102	Wabasha-Kellogg	AFNR		409190/Jed Elmgrohem	Lincoln Power MIG JIG Welder		1	1	\$3,600.00	Yes			
PV20	20-24-101	Wabasha-Kellogg	Trade & Industry		267847/Neil Hedquist	Control DRAIN Graphics Suite 2019		1	1	\$3,027.30	Yes			
PV20	20-24-100	Malet-Canton	Trade & Industry		407174/Paul Tollefsrud	Carbide 3D CNC Router		1	1	\$3,499.00	Yes			
PV19	19-24-111	Wabasha-Kellogg	AFNR		Jed Elmgrohem	Lincoln Sinking Control Table		1	1	\$3,199.00	Yes			
PV19	19-24-110	Houston	Trade & Industry		Real Koehler	Solid Professor - Online Curriculum		1	1	Cancelled				
PV19	19-24-109	St. Charles	AFNR		Real Koehler	Floral Cutsom		1	1	\$2,172.14	Yes			
PV19	19-24-108	Houston	Health-Based Learning		Real Koehler	Real Koehler - Grocery Cleaning Unit		1	1	Cancelled				
PV19	19-24-107	Wabasha-Kellogg	Trade & Industry		Neil Hedquist	Atlas Garage Pro8000 Post Lift		1	1	\$3,322.40	Yes			
PV19	19-24-106	Kennon-Wanamingo	Trade & Industry		Neil Hedquist	12" Jet Woodcut Saw Saw		1	1	\$3,374.80	Yes			
PV19	19-24-105	Kennon-Wanamingo	AFNR		Charles Larson	Millermatic 252 MIG Welder		1	1	\$3,600.00	Yes			
PH49	19-24-104	Houston	Trade & Industry		Real Koehler	Online Learning Management System-LMS-444		1	1	Cancelled				
PH49	19-24-103	Houston	Trade & Industry		Real Koehler	Real Koehler - Online Learning Management System-LMS-444		1	1	Cancelled				
PH49	19-24-102	Houston	Trade & Industry		Real Koehler	Online Learning Management System-LMS-444		1	1	Cancelled				
PH49	19-24-101	Houston	Trade & Industry		Real Koehler	Online Learning Management System-LMS-444		1	1	Cancelled				
PV19	19-24-100	Goodhue	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,325.00	Yes			
PV18	18-24-104	Red Wing	Family Consumer Science		Sandy Lagosh	LG Dryer		1	1	\$3,197.00	Yes			
PV18	18-24-103	Red Wing	Family Consumer Science		Sandy Lagosh	LG Washer		1	1	\$3,197.00	Yes			
PV18	18-24-102	La Crescent-Hokah	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,325.00	Yes			
PV18	18-24-101	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-100	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-099	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-098	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-097	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-096	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-095	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-094	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-093	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-092	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-091	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-090	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-089	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-088	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-087	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-086	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-085	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-084	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-083	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-082	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-081	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-080	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-079	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-078	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-077	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-076	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-075	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-074	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-073	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-072	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator		1	1	\$3,197.00	Yes			
PV18	18-24-071	Red Wing	Family Consumer Science		Sandy Lagosh	Real Care Baby 3 Simulator</								

[illegible]

[illegible]

Completing the Program of Study Spreadsheet

July 1, 2024 - June 30, 2025 (FY25)

Southeast Consortium

There is information to complete on EACH of the three FY24 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets or saving as an MS Excel document in a format other than the original may disable dropdown menu options.**

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

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

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

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

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

* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.

* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

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

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded BLUE.

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

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

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the programs they offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. **If only one postsecondary partner, or only one career pathway being developed in the POS, leave the 2nd column blank.**

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

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either the secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified WBL program codes (and the school districts approved to offer them) through which a student could obtain WBL experience in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or postsecondary

WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE classes in the program of study.

Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—CAREERwise](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)

State-Recognized Program of Study Verification
July 1, 2024 - June 30, 2025 (FY25)
Southeast 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]

Brian Cashman

[Secondary Consortium Leader]

Dawn W. Lubahn

[Postsecondary Consortium Leader]

Southeast Consortium	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Hospitality_and_Tourism	Hospitality_and_Tourism	Finance	Finance	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Power_Structural_and_Technical_Systems	Power_Structural_and_Technical_Systems	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Accounting	Accounting	Construction	Construction
High Schools & Approved CTE Programs (Table C)	(019901) Caledonia, Cannon Falls, Dover-Eyota, Fillmore Central, Kenyon-Wanamingo, Lanesboro, Lewiston-Altura, Plainview-Elgin Millville, Rushford-Peterson, Spring Grove		(090101) Caledonia, Dover-Eyota, Goodhue, Goodhue County Education District, Houston, Kenyon-Wanamingo, La Crescent-Hokah, Lake City, Red Wing, Rushford-Peterson, Winona, Zumbrota-Mazeppa		(140710) Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Red Wing, Rushford-Peterson, St. Charles, Wabasha-Kellogg, Winona, Zumbrota-Mazeppa (149090) Caledonia, St. Charles		(171000) Cannon Falls, Goodhue, Houston, Kenyon-Wanamingo, La Crescent-Hokah, Lake City, Lanesboro, Lewiston-Altura,, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, St. Charles, Wabasha-Kellogg, Winona, Zumbrota-Mazeppa	
Postsecondary Partner Institutions	South_Central_College_054	Please Select...	Saint_Paul_College_064	Please Select...	Minnesota_State_College_South_001	Please Select...	Minnesota_State_College_South_011	Please Select...
Postsecondary CTE Program #1	Agribusiness Service Technician	Please Select...	Culinary Basics	Please Select...	Accounting	Please Select...	Construction Technology	Please Select...
Postsecondary CTE Program #2	Advanced Agriculture Technician	Please Select...	Culinary Arts	Please Select...	Accounting Transfer Pathway	Please Select...		Please Select...
Postsecondary CTE Program #3	Ag Chemical Applicator Technician	Please Select...	Restaurant Management	Please Select...	Business Systems	Please Select...		Please Select...
Dual Enrollment Opportunities	Yes		Yes		Yes		Yes	
Recognized Secondary								
Approved Work-based Learning Programs	(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (019090) Caledonia, Cannon Falls, Chatfield, Goodhue, Goodhue County Education District, Lake City, Lanesboro, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, St. Charles, Winona, Zumbrota-Mazeppa (019901) Cannon Falls, Dover-Eyota, Goodhue, Kenyon-Wanamingo, Lanesboro, Mabel-Canton, St. Charles		(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (009090) Caledonia, Cannon Falls, Goodhue County Education District, Mabel-Canton, Red Wing, Winona		(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (009090) Caledonia, Cannon Falls, Goodhue County Education District, Mabel-Canton, Red Wing, Winona		(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (009090) Caledonia, Cannon Falls, Goodhue County Education District, Mabel-Canton, Red Wing, Winona	
Certification and Industry Recognized	OSHA-10		ServSafe		Microsoft Office		OSHA-10	
Academic Award	Certificate, Diploma, AAS		Certificate, Diploma, AAS		Certificate, Diploma, AAS		Diploma, AAS	
Work-based Learning	Yes		Yes		No		Yes	
Licensure, Certifications, and/or Industry Recognized Credentials	Chemical Applicator's License		Certified Culinarian		N/A		N/A	

State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9
Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Human_Services	Human_Services	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology
Manufacturing	Manufacturing	Manufacturing	Manufacturing	Human_Services_Pathway	Human_Services_Pathway	Health_Science	Health_Science	Transportation_Distribution_and_Logistics
Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Production	Production	Early_Childhood_Development_and_Services	Early_Childhood_Development_and_Services	Therapeutic_Services	Therapeutic_Services	Transportation_Operations
(171710) Goodhue, Houston, La Crescent-Hokah, Red Wing, Rushford-Peterson, St. Charles, Wabasha-Kellogg, Winona (171502) Wabasha-Kellogg (171000) La Crescent-Hokah, Lanesboro, Lewiston-Altura, Plainview-Elgin-Millville (170302) Winona		(171710) Goodhue, Houston, La Crescent-Hokah, Red Wing, Rushford-Peterson, St. Charles, Wabasha-Kellogg, Winona (019901) Caledonia, Cannon Falls, Dover-Eyota, Fillmore Central, Kenyon-Wanamingo, Lanesboro, Lewiston-Altura, Plainview-Elgin Millville, Rushford-Peterson, Spring Grove (171000) La Crescent-Hokah, Lanesboro, Lewiston-Altura, Plainview-Elgin-Millville (170302) Winona		(090901) Dover-Eyota, Goodhue, Goodhue County Education District, Kenyon-Wanamingo, La Crescent-Hokah, Lake City, Red Wing, Rushford-Peterson, Winona, Zumbrota-Mazeppa		(070300) Plainview-Elgin-Millville, Red Wing, Rushford-Peterson		(019901) Caledonia, Cannon Goodhue, Kenyon-Wanamingo, Altura, Plainview-Elgin-Millville, Minnesota_State_College_South_074
Minnesota_State_College_South_041	Please Select...	Minnesota_State_College_South_056	Please Select...	Minnesota_State_College_South_017		Minnesota_State_College_South_073	Please Select...	
Computer Aided Drafting (CAD) Technologies	Please Select...	Welding Technology	Please Select...	Early Childhood Development	Please Select...	Nursing	Please Select...	Truck Driving
Manufacturing Engineering Technology	Please Select...	Precision Machining	Please Select...	Child Care Assistant	Please Select...	Practical Nursing	Please Select...	
Automation Electronics	Please Select...	CNC and Engineering	Please Select...		Please Select...	Introduction to Health Care Careers	Please Select...	
Yes		Yes		Yes		Yes		Yes
(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (009090) Caledonia, Cannon Falls, Goodhue County Education District, Mabel-Canton, Red Wing, Winona		(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (009090) Caledonia, Cannon Falls, Goodhue County Education District, Mabel-Canton, Red Wing, Winona		(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (009090) Caledonia, Cannon Falls, Goodhue County Education District, Mabel-Canton, Red Wing, Winona		(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (009090) Caledonia, Cannon Falls, Goodhue County Education District, Mabel-Canton, Red Wing, Winona		(000750) Caledonia, Chatfield, Education District, Hiwatha Valley Education District, Mabel-Canton, Red Wing, Winona
OSHA-10		OSHA-10		CPR/First Aid		CPR/First Aid, Certified Nursing Assistant		
Certificate, Diploma, AAS		Certificate, Diploma, AAS		Certificate, Diploma, AAS		Diploma, AAS		Certificate
Yes		Yes		Yes		Yes		Yes
N/A		All welding graduates meet AWS D1.1 standards		Courses review the Minnesota requirements for orientation to childcare for Minnesota Child Care Rule 2 (Family Childcare) and Rule 3 (Center Childcare) licensing		Licensed Practical Nurse (LPN); Registered Nurse (RN)		Commercial Driver's License (CDL)

Standardized POS 9	State-Recognized POS 10		State-Recognized POS 12		State-Recognized POS 13		State-Recognized POS 14	
Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources		0		0		0
Transportation_Distribution_and_Logistics	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources		0		0		0
Transportation_Operations	Animal_Systems			0		0		0
Falls, Chatfield, Dover-Eyota, Lake City, Lanesboro, Lewiston-Rushford-Peterson, St. Charles	(019901) Caledonia, Cannon Falls, Chjattfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, St. Charles, Winona, Zumbrota-Mazeppa							
	Rochester_Community_Technical_College_005	Dakota_County_Technical_College_005		Please Select...		Please Select...		Please Select...
	Veterinary Technician	Veterinary Technician		Please Select...		Please Select...		Please Select...
		Please Select...		Please Select...		Please Select...		Please Select...
		Please Select...		Please Select...		Please Select...		Please Select...
Dover-Eyota, Goodhue County y Education District, Houston, La wiston-Altura, Mabel-Canton, 'ing, Rushford-Peterson, Spring a-Kellogg, Winona (009090) hue County Education District, ad Wing, Winona	(000750) Caledonia, Chatfield, Dover-Eyota, Goodhue County Education District, Hiwatha Valley Education District, Houston, La Crescent-Hokah, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Spring Grove, St. Charles, Wabasha-Kellogg, Winona (019090) Caledonia, Cannon Falls, Chatfield, Goodhue, Goodhue County Education District, Lake City, Lanesboro, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, St. Charles, Winona, Zumbrota-Mazeppa (019901) Cannon Falls, Dover-Eyota, Goodhue, Kenyon-Wanamingo, Lanesboro, Mabel-Canton, St. Charles							
	AAS							
	Yes							

Southeast Consortium	POS 1		POS 2		POS 3
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Hospitality_and_Tourism	Hospitality_and_Tourism	Agriculture_Food_and_Natural_Resources
Career Pathway	Power_Structural_and_Technical_Systems	Animal_Systems	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Animal_Systems
High Schools & Approved CTE Programs (Table C)	(019901) Power-Structural Technical Systems - Caledonia, Cannon Falls, Dover-Eyota, Fillmore Central, Kenyon-Wanamingo, Lanesboro, Lewiston-Altura, Plainview-Elgin-Millville, Rushford-Peterson, Spring Grove (019901) Animal Systems - Caledonia, Cannon Falls, Chjattfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, St. Charles, Winona, Zumbrota-Mazeppa		(090101) Dover-Eyota, Goodhue, Goodhue County Education District, Kenyon-Wanamingo, La Crescent-Hokah, Lake City, Red Wing, Rushford-Peterson, Winona, Zumbrota-Mazeppa		(140710) Caledonia, Cannon Falls, Chjattfield, Goodhue, Kenyon-Wanamingo, La Crescent-Hokah, Lake City, Red Wing, Rushford-Peterson, St. Charles, Winona, Zumbrota-Mazeppa
Postsecondary Partner Institutions	South_Central_College_054	Rochester_Community_Technical_College_005	Saint_Paul_College_064	Please Select...	Minnesota_State_College_Southeast_001
Postsecondary CTE Program #1	Agribusiness Service Technician	Veterinary Technician	Culinary Basics	Please Select...	Accounting
Postsecondary CTE Program #2	Advanced Agriculture Technician	Please Select...	Culinary Arts	Please Select...	Accounting Transfer Pathway
Postsecondary CTE Program #3	Ag Chemical Applicator Technician	Please Select...	Restaurant Management	Please Select...	Business Systems
State-Recognized	Yes		Yes		Yes
Funding Priority	Priority 2		Priority 3		Priority 4
Interdisciplinary CTE-Related Courses (optional)	171710/Trade & Industry/#30, #31, #32--Goodhue, Houston, Red Wing, Rushford-Peterson, Wabasha-Kellogg	Post Secondary: Advanced Manufacturing - Welding, Mechatronics, Construction, CNC; Transportation; Electronics	Caledonia, Chatfield, Fillmore Central, Goodhue, Houston, Lanesboro, Rushford-Peterson, Zumbrota-Mazeppa -- 019901--#75-84	140710/Business/#55--Caledonia	

[illegible]

[illegible]

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: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Caledonia

District Number/Type: 0299-01

Superintendent's Name – (Print): Craig Thrke

Craig Thrke 4/9/25
Signature Date

email: craig_thrke@cps.k12.mn.us

Phone: 507-725-3389



STATEMENT OF ASSURANCES & CERTIFICATIONS

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

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Signature Dr. Marsha Danielson Date 4/30/25

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Cannon Falls

District Number/Type: 0252-01

Superintendent's Name - (Print): Jeff Sampson

Signature Jeff Sampson Date 4-16-25

email: sampson.jeff@ct.k12.mn.us

Phone: 507-263-6800



STATEMENT OF ASSURANCES & CERTIFICATIONS

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

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Signature Dr. Marsha Danielson Date 4/30/25

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Chatfield

District Number/Type: 0227-01

Superintendent's Name - (Print): Ed Harris

Signature Ed Harris Date 4.9.25

email: eharris@chatfield.k12.mn.us

Phone: 507-867-4210



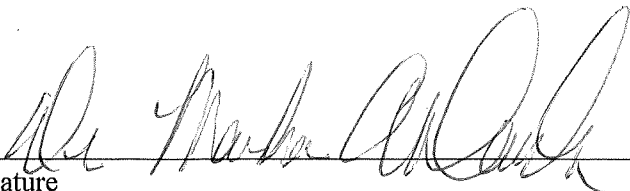
STATEMENT OF ASSURANCES & CERTIFICATIONS

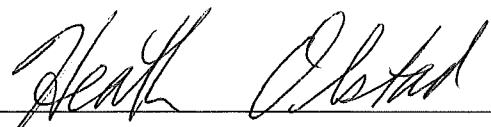
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9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient 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.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>Minnesota State College Southeast</u>	
College President's Name (Print): <u>Dr. Marsha Danielson</u>	
	<u>4/30/25</u>
Signature	Date
email: <u>marsha.danielson@southeastmn.edu</u>	
Phone: <u>507-453-2721</u>	

District Name: <u>Fillmore Central</u>	
District Number/Type: <u>2198-01</u>	
Superintendent's Name – (Print): <u>Heath Olstad</u>	
	<u>4-29-25</u>
Signature	Date
email: <u>heath.olstad@isd2198.k12.mn.us</u>	
Phone: <u>507-765-3845</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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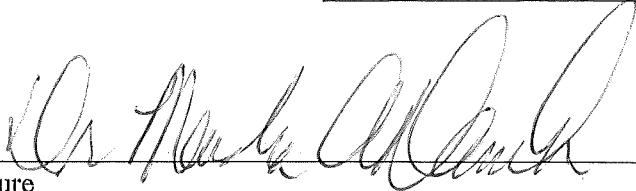
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson


Signature _____ Date 4/30/05


email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Dover-Eyota

District Number/Type: 0533-01

Superintendent's Name – (Print): Jeremy Frie


Signature _____ Date _____

email: jeremyfrie@deschools.org

Phone: 507-545-2631



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Goodhue

District Number/Type: 0253-01

Superintendent's Name – (Print): Dr. Evan Gough

E. Gough 4/14/25
Signature Date

email: egough@goodhue.k12.mn.us

Phone: 651-923-4447



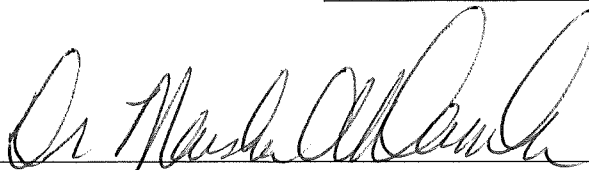
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>Minnesota State College Southeast</u>	
College President's Name (Print): <u>Dr. Marsha Danielson</u>	
	<u>5/18/25</u>
Signature	Date
email: <u>marsha.danielson@southeastmn.edu</u>	
Phone: <u>507-453-2721</u>	

District Name: <u>Goodhue County Education District</u>	
District Number/Type: <u>6051-61</u>	
Superintendent's Name – (Print): <u>Cherie Johnson</u>	
	<u>05/08/2025</u>
Signature	Date
email: <u>Cjohnson@gced.k12.mn.us</u>	
Phone: <u>651-388-4441</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Hiawatha Valley Education District

District Number/Type: 6013-61

Superintendent's Name – (Print): Deb Marcotte

Deb Marcotte 4/15/2025
Signature Date

email: dmarcotte@hved.org

Phone: 507-452-1200



STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Houston

District Number/Type: 0294-01

Superintendent's Name – (Print): Mary Morem

Mary Morem 4-10-25
Signature Date

email: Mary.morema@hps 294.LIS

Phone: 507-896-5323



STATEMENT OF ASSURANCES & CERTIFICATIONS

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College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Kenyon-Wanamingo

District Number/Type: 2172-01

Superintendent's Name – (Print): Beth Giese

Beth Giese 4/16/2025
Signature Date

email: bgiese@kw.k12.mn.us

Phone: 507-789-6186



STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: _____

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 5/8/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: La Crescent-Hokah Schools

District Number/Type: 0300-01

Superintendent's Name – (Print): Mindy Crowley

Melinda A Crowley 5.5.25
Signature Date

email: melinda.crowley@isd300.k12.mn.us

Phone: 507-895-5051

(Duplicate as needed)



MINNESOTA STATE

Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/20/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Lake City

District Number/Type: 0813-01

Superintendent's Name - (Print): Ariana Wright

Ariana Wright 4-16-25
Signature Date

email: awright@lake-city.k12.mn.us

Phone: 651-345-4553



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Lanesboro

District Number/Type: 0229-01

Superintendent's Name – (Print): Matt Schultz

Matt Schultz 4.9.2025
Signature Date

email: mattschultz@lanesboroschools.com

Phone: 507-467-2229



STATEMENT OF ASSURANCES & CERTIFICATIONS

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

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Lewiston - Altera

District Number/Type: 0857-01

Superintendent's Name – (Print): Gwen Carman

Gwen Carman 4-9-2025
Signature Date

email: glcarman@leewalt.k12.mn.us

Phone: 507-523-2191



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson
Signature

4/30/25
Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Mabel-Canton

District Number/Type: 0238-01

Superintendent's Name – (Print): Gary Kuphal

Gary Kuphal
Signature

4/9/25
Date

email: gkuphal@mabelcanton.org

Phone: 507-493-5422



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/12/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Plainview-Elgin-Millville

District Number/Type: 2899-01

Superintendent's Name - (Print): Erick Enger

Erick Enger 4/19/25
Signature Date

email: enger@2899.k12.mn.us

Phone: 507-⁵³⁴~~534~~-3651



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Red Wing

District Number/Type: 0256-01

Superintendent's Name – (Print): Bob Jasurak

Bob Jasurak 4/7/25
Signature Date

email: bjasurak@rups.org

Phone: 651-385-4600



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 5/8/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Rushford-Peterson

District Number/Type: 0239-01

Superintendent's Name – (Print): Dr. Ben Bernard

BB 4/30/25
Signature Date

email: benbernard@r-pschools.com

Phone: 507-864-7785



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson
Signature Date 4/13/25

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: St. Charles

District Number/Type: 0858-01

Superintendent's Name - (Print): Robert Routh

Robert Routh
Signature Date 4/14/25

email: rrouth@schs.k12.mn.us

Phone: 507-932-4420



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/13/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Spring Grove

District Number/Type: 0297-01

Superintendent's Name – (Print): Rachel Udsher

Rachel Udsher 8/04/09/25
Signature Date

email: rachel.udsher@springgrove.k12.mn.us

Phone: 507-498-3221



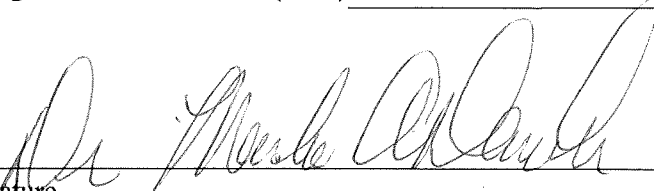
STATEMENT OF ASSURANCES & CERTIFICATIONS

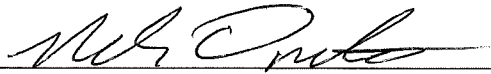
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7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational 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:

Consortium Name: _____

College: <u>Minnesota State College Southeast</u>	
College President's Name (Print): <u>Dr. Marsha Danielson</u>	
 Signature	<u>4/30/25</u> Date
email: <u>marsha.danielson@southeastmn.edu</u>	
Phone: <u>507-453-2721</u>	

District Name: <u>Wabasha-Kellogg Schools</u>	
District Number/Type: <u>0811-01</u>	
Superintendent's Name – (Print): <u>Nels Onstad</u>	
 Signature	<u>04-29-2025</u> Date
email: <u>nonstad@wkschools.org</u>	
Phone: <u>651-565-3559</u>	

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

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

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Winona

District Number/Type: 0861-01

Superintendent's Name – (Print): Brad Berzinski

BB 4/9/2025
Signature Date

email: brad.berzinski@winona.k12.mn.us

Phone: 507-494-0861



STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southeast Perkins Consortium

College: Minnesota State College Southeast

College President's Name (Print): Dr. Marsha Danielson

Dr. Marsha Danielson 4/30/25
Signature Date

email: marsha.danielson@southeastmn.edu

Phone: 507-453-2721

District Name: Zumbrota-Mazeppa

District Number/Type: 2805-01

Superintendent's Name – (Print): Ryan Bernick

Ryan Bernick 4/16/25
Signature Date

email: ryan.bernick@zmsch.k12.mn.us

Phone: 507-732-1400



STATEMENT OF ASSURANCES & CERTIFICATIONS

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