



# Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2025 – June 30, 2026 (FY26)
<b>Consortium Name:</b>	SW Metro
<b>Total Award Budget:</b>	<b>\$1,115,708.46</b>

### 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.

Normandale Community College	
Belle Plaine School District	
Bloomington School District	
Central School District, Norwood	
Eastern Carver County School District	
Edina School District	
Jordan School District	
Mound/Westonka School District	
New Prague School District	
Orono School District	
Prior Lake/Savage School District	
Richfield School District	
Shakopee School District	
SouthWest Metro Intermediate District	
Waconia School District	
Watertown School District	

## **Narrative 1: Comprehensive Local Needs Assessment (CLNA)**

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

The SWMetro Consortium plans to continue investing funds in a contract with Real Time Talent as they provide valuable, specific, and dynamic workforce data organized by the latest national career clusters. This investment directly supports the Perkins V emphasis on data-driven decision-making and alignment of CTE programs with regional and state labor market needs. High-quality labor market information is crucial for developing our Comprehensive Local Needs Assessment, especially to identify high-skill, high-wage, and in-demand occupations. Additionally, it helps inform the design, implementation, and continuous improvement of our CTE programs. Our partnership with Real Time Talent enables us to disaggregate employment trends and opportunities by career cluster and subgroups which further advances Perkins V goals related to equity, access, and program alignment. Overall, this strategic investment ensures that our CTE offerings remain responsive to industry demand and prepares our students for successful transitions into the workforce.

## **Narrative 2: Programs of Study (POS)**

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Food Products and Processing Systems	Both	Y	N	Y	130	5
Power Structural and Technical Systems	Both	Y	Y	N	82	Brokered
Network Systems	Both	Y	Y	Y	31	131
Web and Digital Communications	Both	Y	Y	Y	19	Brokered
Communications Technology	Both	Y	Y	Y	0	Brokered
Audio Video Technology and Film	Both	Y	Y	Y	61	Brokered
Restaurants and Food Beverage Services	Both	N	Y	Y	1518	7
General Management	Both	Y	Y	Y	1071	228
Administrative Support	Both	Y	N	Y	565	15
Manufacturing Production Process Development	Both	Y	Y	Y	355	9
Production	Both	Y	N	Y	163	Brokered
Engineering and Technology	Both	Y	Y	Y	217	73
Construction	Both	Y	Y	Y	717	Brokered
Design PreConstruction	Both	Y	Y	Y	37	Brokered
Therapeutic Services	Both	Y	Y	Y	330	124
Biotechnology Research and Development	Both	Y	Y	Y	–	21
Teaching Training	Both	Y	Y	Y	402	46
Visual Arts	Funding	N	Y	Y	28	Brokered
Lodging	Both	N	Y	Y	0	11

**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: Development of Programs of Study and Ongoing Analysis	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 x	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>[Need]:</b> There is a need to provide Programs of Study in alignment with industry demands and workforce needs.</p> <p><b>[Current Condition]:</b> The RealTime Talent report dated November 2023 indicated that high-demand career fields include Arts, Communications, &amp; Information Systems; Health Science Technology; Human Services; Business, Management, and Administration; Engineering, Manufacturing, &amp; Technology; and Agriculture, Food, and Natural Resources. Employers on advisory committees report a shortage of skilled hires in these industries. Additionally, current programming is reviewed to identify outreach needs and the potential for new programs under the current POS. While programs of study are in place for these areas, awareness of them may be low, particularly among underrepresented students.</p> <p><b>[Data/Source]:</b> RealTime Talent report (November 2023) and feedback from advisory committees.</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li><b>[Who]</b> Select Health Sciences Faculty at Normandale Community College <b>[Action]</b> will complete the integration of Interprofessional Education (IPE) training, coaching, and curriculum alignment <b>[Degree of Change]</b> therefore ensure students/graduates develop interdisciplinary skills to meet workforce demands and expectations <b>[Funding Source]</b> using Perkins funding.</li> <li><b>[Who]</b> The consortium <b>[Action]</b> will complete a new Comprehensive Local Needs Assessment (CLNA) utilizing RealTime Talent <b>[Degree of Change]</b> to guide data-informed decision-making and program alignment <b>[Funding Source]</b> using Perkins funding.</li> <li><b>[Who]</b> The consortium Perkins Leaders <b>[Action]</b> will gather feedback from industry partners regarding Programs of Study development and recruitment needs <b>[Degree of Change]</b> to ensure alignment between CTE offerings and local workforce demands <b>[Funding Source]</b> no Perkins funding required.</li> <li><b>[Who]</b> The consortium <b>[Action]</b> will support training and professional development resources for counselors, advisors, instructors, and CTSO Advisors <b>[Degree of Change]</b> to promote Programs of Study and increase engagement among underrepresented student populations <b>[Funding Source]</b> using Perkins funding.</li> <li><b>[Who]</b> The Perkins Leaders <b>[Action]</b> will develop targeted outreach and support initiatives <b>[Degree of Change]</b> to raise awareness of CTE pathways and inform students, families, and community partners <b>[Funding Source]</b> using Perkins funding.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					

- **[Action]** Retention and success rates of underrepresented students enrolled in Programs of Study (POS) will be monitored and analyzed **[Degree of change]** to evaluate the effectiveness of support initiatives based on historical trends **[Timeframe]** by the end of the grant cycle 2026.
- **[Action]** Training and professional development resources will be compiled, shared, and tracked **[Degree of change]** to ensure consistent access to relevant materials for CTE staff and partners **[Timeframe]** by June 2026.
- **[Action]** Career and Technical Student Organization (CTSO) participation data will be collected and documented at the district, regional, state, and national levels **[Degree of change]** to assess engagement trends and inform future student leadership development opportunities **[Timeframe]** by the end of the grant cycle 2026.

NEED B: Equipment	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 x	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>[Need]</b> There is a need to support CTE equipment and instructional supplies to align with industry standards and workforce demands.</p> <p><b>[Data Source]</b> CLNA findings and RealTime Talent (RTT) data highlight critical industry demand gaps in healthcare, manufacturing, construction trades and IT.</p> <p><b>[Current Condition]</b> In addition, feedback from district and community members, teachers and faculty, and advisory committees indicates that the current outdated equipment limits students' ability to gain relevant, hands-on training.</p>					
2. <b>Strategies to address need:</b>					
<p>1. <b>[Who]</b> Postsecondary: Faculty, in consultation with business and industry partners and deans <b>[Action]</b> will identify equipment needs for identified SRPOS programs and collaborate with consortium leaders and college administration to determine a funding plan by <b>[Timeline]</b> <b>Spring 2026</b> <b>[Funding Source]</b> using Perkins funds.</p> <p>2. <b>[Who]</b> Secondary: Staff, in consultation with advisory committees and district administration, <b>[Action]</b> will identify equipment needs for identified POS programs and collaborate with consortium leaders to determine a funding plan by <b>[Timeline]</b> <b>Spring 2026</b> <b>[Funding Source]</b> using Perkins and braided funding.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					

**[Action]** Identified program equipment will be purchased, labeled, implemented, and documented  
**[Degree of change]** ensuring students receive hands-on training that meets industry standards  
**[Timeframe]** by end of grant cycle 2026.

4. Provide additional narrative to address the following:

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

All districts are monitoring and adjusting their course offerings in response to CLNA, community and workforce needs. Many districts are looking into offering courses in Computer Science and the required Personal Finance course. Whether these courses will be located in the CTE departments is yet to be determined and will be different based on the school district staffing. Mound Westonka schools are looking at a total CTE reorganization and implementation of several new courses within their programs of study (Manufacturing, Engineering; Machining, Construction) and will be looking for support in building these new programs. They are also looking at starting a POS in the Health Careers Pathway. In all new programs the coordinators are requesting that WBL opportunities be part of the structure as a capstone.

The RealTime Talent report from November 2023 identified Human Services as a high-demand career field. This aligns with data from regional reports, workforce trends, and postsecondary initiatives aimed at supporting an Interprofessional Education (IPE) Simulation Center. The project is part of a broader construction redesign of our Human Services space to accommodate the new simulation center. The need for this initiative was identified through these data points, along with feedback from the healthcare industry, faculty, the dean, and administrative leadership.

Postsecondary is continuing to support the IPE Simulation Center to enhance cross-disciplinary training opportunities for both faculty and students. We will also continue to support RCE in providing professional development and collaboration opportunities for faculty engaged in this work. This effort will focus on the expansion of established programs and explore needs in other Programs of Study within Therapeutic Services.

**Reasonable Credit Equivalence (RCE) for Interprofessional Education (IPE):**

- **Therapeutic Services:** One specific initiative SW Metro supports that aligns with well-rounded education is the Interprofessional Education (IPE) and Simulation center. A new and innovative, state-of-the-art Health Sciences Building Center for **IPE** and Simulation at Normandale is being supported. This Center will serve as a Minnesota State System innovative model, a benchmark for the education and training of health care professionals in community colleges in Minnesota. The Center would serve as a hub for innovation and fostering learning from and with other healthcare students. The concept of IPE is important for higher education institutions to respond to the increasingly collaborative nature of health care. In recognition of the growing importance of interprofessional education, the Normandale Health Science division formed an IPE workgroup made up of faculty representatives from the Dental Hygiene, Nursing, Health and Community Health Worker Navigator (CHWN) programs with leadership provided by the Project Director. The interprofessional education initiative is directly tied to SW Metro's SR-POS

Pathway in Therapeutic Services includes postsecondary CTE programs: Nursing, Nursing Assistant, Exercise Science, Dental Hygiene, Dietetic Tech, and Nutrition studies. The overarching goal of the initiative is to develop IPE curricula and simulation experiences to provide students activities to learn and practice skills from the four major domains of IPE and align with industry standards: values/ethics, roles/responsibilities, communication, and teamwork. The objectives of IPE are to improve students' ability to communicate and collaborate among themselves and with their patients for a successful transition into the workplace, be it a safety net clinic or private practice.

Per the MSCF contract language:

- **Section 7. Reasonable Credit Equivalence (RCE).** A faculty member may be assigned duties that are not described in this agreement by written mutual agreement among the faculty member, and the college president or designee. Copies of such agreements will be provided to the MSCF Chapter grievance representative and the State MSCF in a timely manner. The credit-value for the assignment will be determined before the assignment is made. Once the credit-value of the assignment has been determined, for workload purposes the assignment shall also be given a contact hour value. The contact-hour value shall be determined according to the applicable formula for Reasonable Credit Equivalence assignments listed in Appendix G, "Schedule of Assignments." The instructor's regular workload will then be reduced by the credit-value/contact-hour value of the RCE assignment. The college administration will schedule the assignment within the parameters described in this Article except by mutual agreement among the faculty member, the State MSCF, and the college president or designee. If an overload condition is created, compensation shall be according to the overload calculation in Article 13, Section 19. A grievance regarding this section may be initiated at Step 2. The time limit for any such grievance will begin when the written notice is received by either the MSCF Chapter grievance representative or the State MSCF.

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

CTE course offerings are communicated to students through a variety of formats across our secondary and postsecondary institutions. Guidance counselors and academic advisors are key in helping students understand their educational options, including CTE courses. They provide valuable information on the available programs, their benefits, and how these courses align with the students' interests and career goals.

School districts often provide details about CTE courses through their websites and catalogs. These resources list available programs, course descriptions, and prerequisites, helping students make informed decisions about their educational pathways. Normandale organizes orientation and information sessions specifically designed to introduce students to CTE programs. These sessions give students a chance to meet instructors, ask questions, and learn more about the different pathways they can pursue.

Parent and guardian communication is another important aspect. Schools often send newsletters, emails, or host parent-teacher conferences to ensure that parents are aware of CTE opportunities. When parents are informed, they can better support their children in exploring these career-focused options.

Career fairs and open houses are another way students can learn about CTE programs. Events like these, hosted by various districts and institutions, allow students to explore different career paths, interact with professionals, and gain insights into the skills and qualifications required for various careers. Collaboration with local businesses, industries, and community organizations plays a crucial role in expanding students' exposure to CTE pathways. Through guest speakers, industry tours, and internships, schools can connect students with real-world experiences and provide valuable information about career opportunities.

Finally, it's vital that information about CTE courses is accessible to all students, including those with disabilities. This can involve offering materials in different formats or languages, providing accommodations during presentations or events, and ensuring course content is accessible.

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)

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.**

See Narrative 6: Work-based Learning for aligned Needs Statements.

Workforce centers typically offer a variety of resources to help individuals explore career options and develop their skills. This can include workshops, seminars, online courses, and one-on-one counseling sessions. The centers often have career counselors who assist individuals in identifying their strengths, interests, and goals, and then help them explore potential career paths that align with their abilities and aspirations. They may also provide assessments and tools to help individuals make informed decisions about their career paths. Additionally, academic counseling services are often available to help individuals plan their educational pathways to support their career goals, whether it involves pursuing further education or obtaining specific certifications. In conjunction with our CLNA results and in alignment with national and state directives, we are prioritizing pathways in education and healthcare as two of our primary SRPOS. Over the past eight (plus) years, Normandale has concentrated on developing Education and Human Services Pathways within the SW Metro consortium. As these programs expand, coordinated efforts are essential to guide the strategic direction and student support.

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

Workforce centers play a crucial role in providing information about industries and occupations that offer promising career opportunities. They often conduct comprehensive local needs assessments to identify the high-skill, high-wage, or in-demand sectors in their communities. Based on these assessments, they compile and disseminate information about career pathways, job prospects, required skills, and training opportunities in these industries. This information helps individuals make informed decisions about their career paths and directs them towards sectors with promising employment prospects.

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

Workforce centers collaborate with Vocational Rehabilitation Services and adult education programs to provide pre-employment transition services to individuals with disabilities. These services are designed to help students with disabilities transition from school to post-school activities, including employment and further education. Workforce centers may offer workshops, job shadowing opportunities, internships, and other activities to help individuals with disabilities develop the skills and confidence needed to enter the workforce successfully. They also provide guidance and support to help individuals access vocational rehabilitation services and adult education programs that can further enhance their employment prospects.

SouthWest Metro Intermediate District is collaborating with the Scott County Employment and Training in another training opportunity through the Drive for Five grant program. SWMetro is partnering with three postsecondary education providers to offer workforce training and credentials and/or certifications for four identified industry sectors - Technology, Labor, The Caring Professions and Education and Professional Services. Scott County E&T will be providing the case management and wrap-around services for the participants.

- In conjunction with our CLNA results and in alignment with national and state directives, we are prioritizing pathways in education and healthcare as two of our primary SRPOS. Over the past eight (plus) years, Normandale has concentrated on developing Education and Human Services Pathways within the SW Metro consortium. As these programs expand, coordinated efforts are essential to guide the strategic direction and student support.

## Workforce Center Collaboration

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

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

## Narrative 4: Integrated Academic and Technical Skills

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

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)
4. Provide additional narrative to address the following:
  - a. **How will your consortium improve both the academic and technical skills of students in CTE programs?**
    - **By strengthening the academic and career and technical components of such programs**
    - **Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs**
    - **To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)**

Our consortium is committed to integrating academic and technical content in a way that ensures students gain technical skills and also acquire the academic knowledge that supports their career pathways. By aligning academic standards with CTE programs, we make sure that students experience a smooth transition between theoretical learning and its practical application in their chosen fields. This approach prepares them for the real world, giving them a strong foundation in both academic and technical areas.

To ensure we meet the standards for a well-rounded education, our consortium will work closely with key educational frameworks, like the Every Student Succeeds Act (as amended in 2015). This collaboration will help us shape programs that are comprehensive and meet all necessary requirements. Additionally, the curriculum frameworks within CTE courses will continuously improve through cycles of assessment within districts and the MDE Program Approval process. We’re focused on making sure our programs stay relevant and effective.

We also recognize how crucial educators are in delivering these programs. That’s why we will offer professional development opportunities to help teachers enhance their instructional practices. Through workshops, seminars, and ongoing support, we will equip teachers with the skills and tools they need to integrate both academic and technical content effectively in their classrooms. This ensures they are prepared to support their students in the best possible way.

Hands-on learning experiences are another vital part of our approach. We believe in giving students the opportunity to apply academic concepts in real-world work settings. Whether through internships, apprenticeships, or project-based learning, students will gain valuable experience that reinforces what they’ve learned in the classroom. These experiences don’t just teach technical skills; they also help develop critical thinking, problem-solving, and collaboration skills, which are essential for success in both school and the workforce.



Finally, we are committed to continuous improvement and evaluation of our programs. We will collect data on student outcomes and assess how well our instructional strategies are working. Feedback from partners will be crucial in guiding our ongoing refinement process. By monitoring progress and making adjustments where needed, we will ensure that our efforts remain focused on enhancing both academic and technical skills for students in CTE programs. The strategies we've laid out align with the objectives in Narrative #2 and Narrative #4, particularly in the context of RCE/IPE.

## Narrative 5: Special Populations

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

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

<b>NEED A: Educational Pathways</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 x	5 <input type="checkbox"/>
<p><b>[Need]:</b> There is a need to increase enrollment in educational pathway programs.</p> <p><b>[Current Condition]:</b> Within the consortium, the smaller districts face capacity challenges and a shortage of CTE teachers. Current data from consortium districts shows a significant underrepresentation of BIPOC educators, and postsecondary Power BI data indicates 16% of the concentrators are Black or African American in the Education and Training pathway. Within the Teaching and Training Pathway, there are 100 concentrators at the secondary level as compared to 55 at postsecondary. Advisory committees and strategic planning documents emphasize the importance of targeted recruitment and retention efforts.</p> <p><b>[Data/Source]:</b> Data from consortium districts and postsecondary Power BI.</p>						
2. Strategies to address need:						
<p>1. <b>[Who]</b> Secondary: Support professional development opportunities, including DEI initiatives, strategies to address learning gaps for underrepresented populations, and teacher recruitment and retention efforts <b>[Action]:</b> by providing training sessions and workshops <b>[Timeframe]:</b> throughout the 2025-2026 academic year <b>[Funding Source]:</b> using Perkins funds.</p> <p>2. <b>[Who]</b> Postsecondary: Enhance enrollment growth <b>[Action]:</b> by funding an Educational Pathways supervisor for a 3 year grant cycle to lead initiatives such as Sirtify and SpedUp <b>[Timeframe]:</b> throughout the 2025-2026 academic year <b>[Funding Source]:</b> using Perkins and institutional funds. Educational Pathways supervisor will promote and manage Sirtify and SpedUp.</p>						
3. Measurable Outcomes (report results in next APR):						
<ul style="list-style-type: none"> <li>Secondary: Increase <b>[Action Verb]:</b> the number of counselors, advisors, and instructors participating in professional development workshops <b>[Degree of Change]:</b> by 5% and collect feedback on training effectiveness <b>[Timeframe]:</b> by the end of the 2025-2026 academic year.</li> <li>Postsecondary: Increase <b>[Action Verb]:</b> enrollment in Educational Pathways programs <b>[Degree of Change]:</b> by 5% <b>[Specific Result]:</b> as measured by AY 25-26 enrollment data.</li> </ul>						

<b>NEED B: English Learners</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	<b>1</b> x	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>5</b> <input type="checkbox"/>
<p><b>[Need]:</b> There is a need to increase the access and success of English Language Learners (ELL) in Career and Technical Education (CTE) programs.</p> <p><b>[Current Condition]:</b> Currently, ELL students face barriers such as limited awareness of CTE opportunities, language accessibility challenges, and a lack of culturally responsive support systems.</p> <p><b>[Data /Source]:</b> Enrollment data shows that ELL students participate in CTE programs at disproportionately lower rates compared to their English-proficient peers. Additionally, retention and completion rates among ELL students are lower due to language barriers, insufficient academic support, and limited family engagement in career planning as reported by staff and instructors. Workforce data indicates that bilingual and multilingual professionals are in high demand across multiple industries, reinforcing the importance of engaging ELL students in high-quality CTE pathways. Analysis of 1P1 indicator data reveals a performance gap for ELL students, with only 80% meeting expected standards, significantly below the state-determined threshold of 91.28%. In addition, secondary ELL students are below expectations on 1S1, 2S1, 2S2, and 3S1. This highlights the urgency of implementing targeted interventions and resources to address the academic needs and challenges faced by ELL students in both secondary and postsecondary education settings.</p>					
<b>2. Strategies to address need:</b>					
<ol style="list-style-type: none"> <li><b>[Who]:</b> District Communications personnel <b>[Action]:</b> will develop multilingual outreach materials (including registration guides, Early College handbook, and career information) and strengthen partnerships with ELL educators and community organizations to improve recruitment <b>[Timeframe]:</b> by the start of the registration time for FY27 <b>[Funding Source]:</b> using Perkins and district funding.</li> <li><b>[Who]:</b> Secondary Perkins coordinator will research <b>[Action]:</b> to provide training for CTE instructors on embedding language supports within CTE instruction, including bilingual instructional resources, scaffolding techniques, and industry-specific vocabulary development <b>[Timeframe]:</b> by October 2025 <b>[Funding Source]:</b> using combined funding sources</li> <li><b>[Who]:</b> Postsecondary Perkins coordinator <b>[Action]:</b> will facilitate the development of multilingual outreach materials for targeted CTE pathways <b>[Timeframe]:</b> by the spring semester <b>[Funding Source]:</b> using Perkins funding.</li> </ol>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ol style="list-style-type: none"> <li><b>[Action Verb]:</b> Increase <b>[Target Population]:</b> ELL concentrators in secondary CTE programs particularly in the medical pathway <b>[Specific Result]:</b> by providing targeted outreach and support <b>[Degree of Change]:</b> from 10% to 15% <b>[Timeframe]:</b> by the end of the 2026-2027 academic year.</li> <li><b>[Action Verb]:</b> Increase <b>[Target Population]:</b> 1P1 Postsecondary Retention and Placement for ELL students <b>[Degree of Change]:</b> from 80% to 82% <b>[Timeframe]:</b> by the end of the 2026-2027 academic year <b>[Specific Result]:</b> by providing targeted outreach and support</li> </ol>					

<b>NEED C: Support for Students with Disabilities (OSD Position)</b>	<b>This Need is in Element(s):</b>				
<b>4. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	1 x	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>[Need]:</b> There is a need to increase equitable access, participation, and success for students with disabilities in CTE programs. <b>[Current Condition]:</b> Students with disabilities often encounter barriers such as limited access to accommodations in hands-on CTE settings, trained staff, lack of inclusive curriculum design, and minimal integration of assistive technologies. These obstacles hinder their full participation and success in CTE pathways. <b>[Data / Source]:</b> Currently, PowerBI data reflects only 6.66% of CTE participants and 9.21% of CTE concentrators identify as individuals with disabilities—highlighting their underrepresentation in CTE programs. State and local performance data reveal persistent achievement gaps. Additionally, instructors and staff report ongoing challenges in delivering individualized support, adapting instructional methods, and guiding successful transitions to postsecondary education or employment. Meanwhile, labor market data show a growing demand for inclusive workplaces, reinforcing the importance of engaging students with disabilities in high-quality, accessible CTE pathways that prepare them for success in competitive careers.</p>					
<b>5. Strategies to address need:</b>					
<p><b>[Who]: Postsecondary Accessibility Specialist [Action]:</b> will identify and remove accessibility barriers in CTE programs, including the development of accessible instructional materials, support tools, and inclusive classroom strategies. The specialist will also provide guidance on accommodations in hands-on learning environments and assistive technology integration. <b>[Timeframe]:</b> Ongoing, with initial implementation by the start of FY27 <b>[Funding Source]:</b> using Perkins and general dollars funding</p>					
<b>6. Measurable Outcomes (report results in next APR):</b>					
<p><b>[Action Verb]: Support and Retain [Target Population]:</b> 6.66% of CTE participants and 9.21% of CTE concentrators who are individuals with disabilities <b>[Specific Result]:</b> by coordinating accessibility services, inclusive instructional strategies, and individualized supports through an Accessibility Specialist <b>[Degree of Change]:</b> increase retention, participation, and successful concentrator outcomes among students with disabilities <b>[Timeframe]:</b> by the end of the academic year</p>					

4. Provide additional narrative to address the following:

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

Addressing barriers for special populations within CTE programs is a core priority of the SW Metro Consortium. Our CLNA highlighted several challenges faced by students from special populations—including students with disabilities, English language learners, students from low-income households, and those from historically marginalized communities. These challenges include limited access to career-aligned coursework, a lack of culturally responsive practices, and insufficient transition support into postsecondary education or the workforce.

We are committed to implementing targeted, equity-driven strategies that promote inclusion, engagement, and success for all learners. We believe that inclusive environments—where students, families, and staff feel welcomed, supported, and respected—improve student retention, performance, and long-term outcomes.

- **Areas of Support and Action:**

- **Personalized Support Services:** We will provide individualized supports through the Office for Students with Disabilities position support - such as tutoring, career advising, mental health counseling, and peer mentoring for students from special populations. These services are designed to reduce barriers and provide wraparound support throughout the student's educational journey.
- **Accessibility and Accommodations:** Normandale Community College's Office for Students with Disabilities, alongside a designated staff role for CTE students, ensures access and accommodation services are in place to support learners' academic success and program completion.
- **Culturally Responsive Practices:** Our consortium is integrating culturally responsive strategies throughout programming, professional development, and engagement efforts. This includes diversifying instructional materials, incorporating student voice, and embedding equity-focused conversations into Perkins Leader meetings and planning sessions.
- **Transition Planning:** We are enhancing transition supports by collaborating with the Workforce Development Board, employers, and postsecondary partners to ensure special population students have clear, supported pathways into high-skill, high-wage, or in-demand careers. This includes resume workshops, mock interviews, and job placement assistance.

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

To prepare special population students for future workforce success, we are expanding access to relevant, high-quality programming and support:

- **Targeted Training and Certification Programs:** We are prioritizing enrollment in industry-recognized certification programs, particularly in sectors identified in our CLNA as high-growth (e.g., healthcare, IT, advanced manufacturing). This includes participation in Normandale's Interprofessional Education (IPE) initiative and other workforce-aligned pathways.
- **Work-Based Learning (WBL) Opportunities:** Through internships, apprenticeships, job shadowing, and earn-and-learn models like CECT, students gain valuable hands-on experience and professional networking opportunities—equipping them with both technical and soft skills necessary for employment.
- **Supportive Services:** In addition to career and academic supports offered through the OSD position, we are exploring resources such as transportation stipends, financial literacy training, and meal support to ensure participation and persistence among special population students.

- Collaboration with Employers: Advisory committees and employer partnerships are essential to our approach. Employers inform curriculum design, host WBL placements, and participate in outreach efforts to improve the relevance and accessibility of CTE programs for underrepresented students.

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

Increasing participation in non-traditional fields is a strategic focus. Our consortium is initiating several programs designed to attract and retain underrepresented genders and demographics in fields where they are historically marginalized.

- **Gender-Inclusive Recruitment and Outreach:** We will implement intentional, equity-based outreach efforts to encourage all genders to pursue careers in fields such as STEM, construction, IT, and skilled trades. Recruitment materials will be reviewed for inclusive language, and mentorship opportunities will be expanded.
- **Expanded Course Offerings:** New programs and pathways aligned with emerging industries and interdisciplinary careers will be considered. Offering courses that combine traditional technical skills with creativity, data literacy, or sustainability themes may increase appeal across demographic groups.
- **Instructor Professional Development:** Instructors will be offered training and peer-learning sessions focused on equity in teaching practices, strategies for supporting students in non-traditional programs, and inclusive curriculum design.

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

Our consortium is committed to upholding federal and state civil rights protections, ensuring that every student—regardless of background—has equitable access to CTE programming.

- **Non-Discrimination Policies:** All participating districts and postsecondary institutions maintain clear policies prohibiting discrimination on the basis of race, ethnicity, sex, disability, gender identity, economic status, or other protected characteristics. These policies are monitored and enforced across all phases of student participation.
- **Alignment with State Guidance:** We follow all state and federal guidance related to access and equity in CTE, including compliance reviews, Title IX, and civil rights regulations. Workday transitions at the postsecondary level will include reviews of application and enrollment processes to ensure inclusivity in gender identity language and access.
- **Diversity and Inclusion Training:** The consortium supports regular professional development on anti-bias education, inclusive teaching practices, and cultural competence. These trainings help staff and faculty better understand and meet the needs of students from special populations.

## 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: Strengthening Work-Based Learning	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (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><b>[Need]:</b> There is a need to improve support for work-based learning (WBL) initiatives to better prepare students for high-skill, high-wage, and in-demand careers.</p> <p><b>[Current Condition]:</b> Currently, many students graduate without direct exposure to workplace environments, leaving them underprepared for the demands of the workforce. Access to WBL opportunities remains inconsistent, particularly for students from underserved communities who lack industry connections, transportation, or support systems. Additionally, businesses face barriers to participation, such as liability concerns, a lack of structured partnerships with schools, and limited awareness of WBL's value in developing future talent pipelines. The initial launch of Normandale's AON Apprenticeship program has been successful, and there is an opportunity to expand the model to other programs.</p> <p><b>[Data/Source]:</b> Our Comprehensive Local Needs Assessment (CLNA) revealed the necessity of enhancing support for work-based learning (WBL) initiatives, guided by feedback from advisory committees, CTE teachers and faculty, and students. These programs are needed to provide hands-on experiences that foster skill development and industry connections to boost their career readiness. Additionally, strong partnerships with businesses foster economic growth and workforce.</p> <p>- WIOA alignment of needs and expansion of apprenticeship model at a postsecondary level</p>					
2. <b>Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. <b>[Who]:</b> Perkins district reps, instructors and workforce agency representatives <b>[Action]:</b> will work together to develop sustainable collaborations with local businesses and workforce agencies to provide increase field trip opportunities and student placements in high-quality work experiences <b>[Timeframe]:</b> to be in place for the 2026-2027 academic year <b>[Funding Source]:</b> using Perkins funding.</li> <li>2. <b>[Who]:</b> Secondary school administrators and transportation coordinators <b>[Action]:</b> will identify and remove barriers to WBL such as transportation and scheduling conflicts, and ensure equitable access for all students <b>[Timeframe]:</b> throughout the academic year <b>[Funding Source]:</b> using combined funding sources.</li> <li>3. <b>[Who]:</b> CTE instructors and industry partners <b>[Action]:</b> will identify industry-recognized</li> </ol>					

certifications and employment opportunities that are available to CTE students with a focus on WBL students **[Timeframe]**: by December 2025. **[Funding Source]**: No Perkins funding required.

4. **[Who]**: Perkins coordinators **[Action]**: will support staff attendance at WBL trainings on embedding employability skills, résumé development, and professional mentoring within CTE curricula to enhance student preparedness **[Timeframe]**: by the start of the 2026 spring semester **[Funding Source]**: using Perkins funding.
5. **[Who]**: Postsecondary Perkins coordinator and Normandale's AON Apprenticeship team **[Action]**: will review alignment with WIOA and identify expansion opportunities for apprenticeships **[Timeframe]**: by February 2026. **[Funding Source]**: Up to \$15,000 of Perkins funds.

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

1. **[Action Verb]**: Increase **[Target Population]**: the number of secondary WBL opportunities **[Degree of Change]**: by 2% **[Specific Result]**: through reducing barriers, professional development and establishing more industry partnerships **[Timeframe]**: by the end of the 2026-2027 academic year.
2. **[Action Verb]**: Increase **[Target Population]**: the number of postsecondary apprenticeships students **[Degree of Change]**: by 2% **[Specific Result]**: through alignment with WIOA and expansion of the AON Apprenticeship model **[Timeframe]**: by the end of the 2026-2027 academic year (see WIOA grid above).

NEED B: Career Exploration		This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 x	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>[Need]</b>: There is a need to improve support for career exploration initiatives to make students aware of the opportunities available to them for high-skill, high-wage, and in-demand careers.</p> <p><b>[Current Condition]</b>: Many students are not fully aware of available Career and Technical Education (CTE) programs, and some face barriers that limit their participation. Disparities in program attendance across student populations highlight the need for early and equitable career exploration opportunities.</p> <p><b>[Data/Source]</b>: According to findings from the Comprehensive Local Needs Assessment (CLNA), enhanced career exploration is essential for helping students understand CTE pathways, align their strengths with potential careers, and engage in effective planning through assessments, counseling, coaching, and work-based learning experiences.</p>						
2. <b>Strategies to address need:</b>						
<p>1. <b>[Who]</b>: District School Counselors, CTE Instructors and WBL Coordinators <b>[Action]</b>: will expand access to career fairs, job shadowing, industry speaker events, and career-focused field trips <b>[Timeframe]</b>: each semester beginning Fall 2025 <b>[Funding Source]</b>: using Perkins and District funding.</p> <p>2. <b>[Who]</b>: Consortium leaders <b>[Action]</b>: will support access to career planning and assessments for grades 7-12 through support of career information systems such as MCIS, Naviance, etc. <b>[Timeframe]</b>: Fall 2025 <b>[Funding Source]</b>: using Perkins and District funding.</p>						



3. <b>[Who]:</b> Resource providers <b>[Action]:</b> will offer training opportunities to staff to utilize the resources such as MCIS, Naviance, etc. The consortium will support staff attendance at these trainings <b>[Timeframe]:</b> Fall Semester <b>[Funding Source]:</b> using Perkins and District funding. 4. <b>[Who]:</b> CTE staff and administration <b>[Action]:</b> launch information and outreach campaign (videos, social media, open houses) to promote CTE program awareness <b>[Timeframe]:</b> Spring 2026 <b>[Funding Source]:</b> using Perkins Reserve and District funding. 5. <b>[Who]:</b> Normandale college staff and concurrent enrollment coordinators <b>[Action]:</b> will offer expansion of Career Exploration course through Early College program <b>[Timeframe]:</b> Spring 2026 <b>[Funding Source]:</b> using Perkins and College funding.
<b>3. Measurable Outcomes (report results in next APR):</b>
1. <b>[Action Verb]:</b> Benchmark <b>[Target Population]:</b> the number of secondary career exploration opportunities and participation <b>[Degree of Change]:</b> need a starting point in 2026 <b>[Specific Result]:</b> additional career fairs, job shadows, industry speakers and career-focused field trips offered by districts resulting in greater student experiences and engagement <b>[Timeframe]:</b> by the end of the 2026-2027 academic year. 2. <b>[Action Verb]:</b> Increase <b>[Target Population]:</b> in student and family awareness of CTE programs and pathways available <b>[Degree of Change]:</b> by 2% <b>[Specific Result]:</b> measured through engagement metrics (views, attendance, social media reach) <b>[Timeframe]:</b> by the end of the 2026-2027 academic year 3. <b>[Action Verb]:</b> Increase <b>[Target Population]:</b> in student enrollment in Career Exploration course CCD 1170 <b>[Degree of Change]:</b> by 2% <b>[Specific Result]:</b> additional student enrollment through expansion of programming. <b>[Timeframe]:</b> by the end of the 2026-2027 academic year

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.**

The Secondary Work-Based Learning (WBL) coding in the Southwest Metro districts underwent updates as part of the MDE Program Approval process in 2022. These updates expanded opportunities to encompass coding for capturing ACTE/SPED, WBL Diversified, Business and Marketing, and Trade and Industry courses, thus broadening the range of programs and courses to enhance inclusivity. Internships, experiential learning, and practicums are now more clearly designated as WBL activities in collaboration with business and industry, not for profit sites and city and county entities. Additionally, funding is specifically allocated for transportation, career exploration, and professional development requirements.

At the postsecondary level, various departments facilitate experiential learning opportunities. Normandale's Experiential Education Office fosters knowledge, skills, and values development by involving learners in direct experiences, community engagement, and focused reflection. Our programs encompass Service-Learning, Internships, America Reads and Counts, Volunteering, Campus Cupboard, and Leadership Through Service. Through these initiatives, students receive direct support from staff and gain access to resources and tools essential for achieving their experiential learning objectives. Normandale's Experiential Education Office collaborates with numerous local nonprofits and K-12 schools to enrich learning beyond the confines of traditional classrooms. Our community partners mentor students while receiving valuable assistance, fostering a sense of community engagement. This

approach enables students to cultivate a CTE career network, strengthen their résumés, and effect positive change as active members of their communities. Furthermore, Normandale has expanded the CECT Apprenticeship model to support the earn and learn model to other pathways.

- 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.**

SW Metro consistently puts forth efforts to develop programs, partnerships, and collaborations to facilitate work-based learning across various industries. Through active engagement in employer-oriented workgroups and networks, SW Metro has identified numerous employers interested in collaborating to develop new and revamped work-based programs within learn-and-earn models. Key postsecondary collaborators include the Apprentice Network (national), ConnexMSP, Hennepin/Carver Workforce Investment Board (WIB), CHIPS workgroups focusing on Manufacturing and Good Jobs Principles, and the Minnesota State All Learning Counts (ALC) Leadership Team. Key secondary collaborators include Chambers of Commerce, community government entities and trade and industry.

In addition to these efforts, Normandale's Continuing Education and Customized Training Division remains dedicated to the creation and enhancement of earn-and-learn programming. This includes internships, apprenticeships, on-the-job training (OJT), credit for prior learning (CPL), and competency-based education (CBE). Specifically, the focus will be on expanding models for manufacturing/semiconductor, healthcare, and professional services industries, utilizing a combination of academic and work-based credential completion approaches.

In conjunction with our CLNA results and in alignment with national and state directives, we are prioritizing pathways in education and healthcare as two of our primary SRPOS. Over the past eight (plus) years, Normandale has concentrated on developing Education and Human Services Pathways within the SW Metro consortium. As these programs expand, coordinated efforts are essential to guide the strategic direction and student support.

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

Identifying secondary student interests through the use of career exploration platforms, data and counseling appointments helps to more closely align speakers, tours and work based learning opportunities to student wants and needs. Dollars are used to support student transportation (field trips) and advisory committee meetings and student/business collaborative events. Collaborative events offer and expand opportunities to a more diverse group of students and parents and connect learners to the local workforce.

SW Metro postsecondary dollars are supporting a position to coordinate adult career pathways, encompassing work-based learning programs like Pathway, Apprenticeship, and other earn-to-learn initiatives. This contracted role will focus on advancing work-based learning, supporting underrepresented groups in high-demand careers, addressing access barriers, and utilizing labor market data for program enhancement. Additionally, the coordinator will gather feedback to improve learner retention, success, and employment placement.

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: Enhanced Support for Early College	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (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><b>[Need]:</b> There is a need to strengthen Early College initiatives, including articulated credit, Concurrent Enrollment (CE), and Postsecondary Enrollment Options (PSEO), to expand college credit opportunities for high school students.</p> <p><b>[Current Condition]:</b> Currently, many high school students lack access to college-level coursework, limiting their ability to accelerate postsecondary education pathways and gain valuable CTE and career readiness skills. Partnerships between secondary and postsecondary institutions are not fully established, resulting in misalignment between high school coursework and college expectations. Expanding access to concurrent enrollment and articulated credit programs allows students to experience college-level coursework while still in high school, increasing academic preparedness and promoting equitable access to higher education. Prioritizing these initiatives enhances student success and strengthens workforce development by equipping students with the skills and credentials needed for career advancement.</p> <p><b>[Data/Source]:</b> Our Comprehensive Local Needs Assessment (CLNA) revealed the necessity of enhancing support for Early College initiatives, based on feedback from administrators, K12 and education pathways staff, CTE teachers, and faculty. In FY24, its Concurrent Enrollment program served 2,438 students across 15 districts, with nearly 50% of courses being CTE. This reflects significant growth from FY22, which served 1,690 students in 12 districts.</p>					
2. <b>Strategies to address need:</b>					
<ol style="list-style-type: none"> <li>1. <b>[Who]:</b> The concurrent enrollment coordinator <b>[Action]:</b> will conduct a comprehensive review to compile a list of all CTE concurrent enrollment opportunities within the consortium <b>[Timeframe]:</b> by October 2025. <b>[Funding Source]:</b> No Perkins funding required.</li> <li>2. <b>[Who]:</b> Secondary teachers and college faculty <b>[Action]:</b> will participate in articulation meetings to facilitate the alignment of secondary and postsecondary coursework <b>[Timeframe]:</b> throughout the academic year <b>[Funding Source]:</b> using secondary and postsecondary Perkins funding</li> <li>3. <b>[Who]:</b> Administrative staff and College High School Partnership coordinators <b>[Action]:</b> will ensure resources and infrastructure are in place to accurately track, report, and award articulation certificates to eligible students <b>[Timeframe]:</b> by the start of the next academic</li> </ol>					

<p>year <b>[Funding Source]</b>: using combined funding sources</p> <p>4. <b>[Who]</b>: Institutional Research team <b>[Action]</b>: will analyze Early College program effectiveness and develop KPIs to guide district outreach and program expansion <b>[Timeframe]</b>: by the end of the spring semester <b>[Funding Source]</b>: using Perkins funding</p> <p>5. <b>[Who]</b>: Postsecondary Perkins Leader <b>[Action]</b>: will utilize PowerBI, DataMart, and Records staff to assess the return on investment of articulated college credit and its impact on student success <b>[Timeframe]</b>: by the end of the academic year <b>[Funding Source]</b>: using combined funding sources</p> <p>6. <b>[Who]</b>: Concurrent Enrollment specialist and K12 partnership Director <b>[Action]</b>: will expand concurrent enrollment offerings by identifying opportunities for additional district partnerships and increasing available CTE course options <b>[Timeframe]</b>: by the start of the next academic year <b>[Funding Source]</b>: using Perkins funding.</p> <p>7. <b>[Who]</b>: The Student Program Specialist <b>[Action]</b>: will support student recruitment, onboarding, and orientation efforts for special populations, with a focus on underrepresented, first-generation and dual enrollment students participating in CTE programs <b>[Timeframe]</b>: beginning of each term <b>[Funding Source]</b>: funded through Perkins resources and Normandale general dollars.</p>
<p><b>3. Measurable Outcomes (report results in next APR):</b></p> <p><b>[Action Verb]</b>: Increase: high school student participation in Early College initiatives <b>[Degree of Change]</b>: by 5% <b>[Specific Result]</b>: through improving tracking and expanding access to articulated credit, concurrent enrollment (CE), and Postsecondary Enrollment Options (PSEO) programs <b>[Timeframe]</b>: by the end of the 2025-2026 academic year.</p>

1. Provide additional narrative to address the following:

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

The SW Metro Consortium is actively working to expand Early College opportunities for CTE students, recognizing the need to strengthen articulated credit, concurrent enrollment, and Postsecondary Enrollment Options. Currently, limited access to college-level coursework can restrict students' ability to develop career readiness skills and accelerate their postsecondary pathways. To address this, the consortium offers a variety of Early College options including traditional PSEO, PSEO by Contract, concurrent enrollment, AP courses, and articulated credit through CTECreditMN.com. Based on findings from the CLNA, partners identified a critical gap in the alignment between secondary and postsecondary coursework. In response, the consortium supports the expansion of CE and articulation agreements to ensure students are exposed to rigorous, college-level CTE experiences while still in high school. These efforts not only enhance college readiness and equitable access to higher education but also contribute to regional workforce development goals.

The SWMetro Consortium plans to continue investing funds in a contract with CTECreditMN. CTECreditMN facilitates the awarding and tracking of articulated college credit thus providing a valuable path from secondary to postsecondary CTE programs. This relates to an aspect of the Perkins V purpose in terms of improving student transitions from secondary to postsecondary education. Our partnership

with CTECreditMN and the facilitators help us ensure cross-system alignment and promotes college credit attainment for high school students. These students are less likely to engage in duplicated credit completion ultimately saving them time and money. Overall, our consortia is one of many who invest in CTECreditMN – this supports equitable access to articulated college credit statewide and helps streamline administrative processes for secondary schools and postsecondary institutions.

SWMetro Intermediate District offers CTE concurrent enrollment classes, and the concurrent enrollment mentoring fee is exclusive to these classes. (SWMetro Intermediate District does not offer non-CTE concurrent enrollment courses.)

Normandale Community College plays a key role in advancing these initiatives. In FY24, its Concurrent Enrollment program served 2,539 students across 17 districts, with nearly 50% of those courses being CTE-focused. This reflects substantial growth from FY22, when 1,690 students were served in 12 districts. Normandale’s Strategic Enrollment Plan further strengthens CE student retention and transition to college, directly aligning with consortium-wide priorities to boost admissions and long-term student success.

To support and scale these efforts, the consortium is also investing Perkins funds in structured student onboarding initiatives. Specifically, salaries will be supported for a New Student Programs position, which will lead the development and implementation of structured onboarding processes for CTE students. This role is designed to improve student access and long-term success by ensuring students are better prepared to navigate their academic and career pathways from the start. This investment is consistent with Perkins funding priorities to enhance student retention, increase program completion, and prepare learners for entry into high-demand industries.

Additionally, the consortium continues to support NACEP accreditation for its concurrent enrollment programs, which guarantees that courses maintain rigorous college standards. Other ongoing supports include improved tracking and awarding of articulation certificates, dedicated CTE specialist and CE specialist to enhance coordination, and maintenance of outreach and information platforms. These combined efforts are expected to result in a 5% increase in high school student participation in Early College initiatives by the end of the 2025–2026 academic year.

## Narrative 8: Support to Professionals

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

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

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

**[Need]:** There is a need to bolster professional development opportunities for secondary and postsecondary CTE staff, counselors, faculty, instructors, and Perkins coordinators.

**[Current Condition]:** Currently, facilitating participation in professional conferences and workshops tailored to the specific needs of CTE professionals is a priority. These events are crucial for providing insights into course and program improvements, networking opportunities, and staying abreast of CTE trends, policy, advocacy, and best practices essential for enhancing student outcomes and program effectiveness. In addition, ongoing research and training are needed to ensure effective administration of the Perkins V grant in compliance with federal and state requirements.

**[Data/Source]:** The Comprehensive Local Needs Assessment (CLNA) identified insufficient professional development opportunities based on feedback from administrators, Perkins coordinators, CTE teachers, and faculty. Training is essential for refining and aligning programs of study frameworks while ensuring optimal course sequencing and pathway development. The CLNA also highlighted the need for crafting governance documents to sustain the consortium's success, manage position changes effectively, and ensure succession planning measures are in place.

## 2. Strategies to address need:

1. **[Who]:** The secondary and postsecondary Perkins coordinators **[Action]:** will identify and support attendance at professional conferences, workshops, and training opportunities that meet consortium priorities and the specific needs of secondary and postsecondary CTE staff, faculty, administrators, and instructors **[Timeframe]:** during FY 26 **[Funding Source]:** using Perkins funding. Some examples include, but are not limited to, the MACTA fellowship, CTE Works!, ACTE conferences, NACTEI, and trainings by Minnesota State and MDE. **(Existing content)**
2. **[Who]:** The secondary and postsecondary Perkins coordinators **[Action]:** will network with other consortia to identify best practices for consortium governance [SS1] templates to write updated consortium documents **[Timeframe]:** by February 2026. **[Funding Source]:** Perkins funding is not required.

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

1. **[Action Verb]:** Provide professional development opportunities **[Target Population]:** for secondary and postsecondary CTE staff, counselors, faculty, and instructors **[Specific Result]:** by encouraging and facilitating attendance at professional conferences and workshops tailored to CTE needs **[Timeframe]:** by the end of the 2025-2026 academic year.
2. **[Action Verb]:** Complete **[Specific Result]:** the updated Southwest Metro Consortium governance documents **[Timeframe]:** by March 2026.

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

To support the recruitment and preparation of education professionals, especially those from underrepresented groups, our consortium will support professional development to support

engagement in ongoing learning and strengthen pathways into teaching. We will support professional organizational conferences and memberships and ongoing learning enhancement opportunities.

Ongoing professional development will include workshops, conferences, and training focused on best practices, curriculum design, and instructional strategies. By supporting participation in these opportunities, we aim to improve course quality, strengthen professional networks, and align with current trends and policy.

Together, these strategies will build a strong, diverse educator workforce and support long-term success in the teaching profession.

**b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.**

To retain, train, and develop education professionals, our consortium is committed to building a strong and sustainable support system for CTE instructors, Perkins leaders, CTE faculty, counselors, and staff. We recognize that the success of our programs depends on the development, engagement, and long-term commitment of the professionals who lead them.

We will provide ongoing professional development opportunities tailored to the needs of CTE educators. This includes access to high-quality workshops, conferences, and training sessions focused on instructional strategies, culturally responsive practices, curriculum alignment, and industry standards. To support educators in meeting certification, credentialing, and licensure requirements, we will offer guidance, access to resources, and financial support for conference attendance, RCE's, and preparatory materials.

By addressing these needs and implementing targeted strategies, our consortium aims to support the continued success and longevity of education professionals in CTE programs.



## Narrative 9: Performance Gaps

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

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

Data from the 2024 Perkins V PowerBI reports revealed significant performance gaps in both Race and Career Cluster categories across the three postsecondary core indicators. Black/African American students showed a -12.82 gap in the Earned Recognized Postsecondary Credential (2P1) indicator.

Across Career Clusters, gaps appeared in all three indicators:

- For Postsecondary Retention and Placement (1P1), Human Services (-22.78) and Manufacturing (-16.53) showed the largest disparities.
- In 2P1, Information Technology (-12.59), Law, Public Safety, Corrections & Security (-11.22), and STEM (-16.94) all demonstrated gaps.
- For Nontraditional Program Enrollment (3P1), Health Science (-22.66) and Human Services (-23.10) had the most significant gaps.

Across the secondary space of the consortium, we had no need for improvement reports or plans and successfully met all indicators. However, when looking through all of the Accountability: Performance Indicators, there are subgroups that need our focus. Examples include:

- 1S1: 4-Year Graduation – the lowest performing subgroups include American Indian 66.67% and English learners 39.25%.
- 2S1: Reading – the lowest performing subgroup by ethnicity is the Hispanic group at 32.38%.
  - This was the only ethnic subgroup that did not meet the SDPL. All of the special populations subgroups were also below the SDPL with the exception of non-traditional students. This is definitely something to monitor, although some of the subgroup sizes are statistically insignificant.
- 3S1: Post-Program Placement – It appears that 4-year college continues to be the main place that SWMetro Consortium students enroll after high school. Again, the largest disparities are Hispanic students, economically disadvantaged and English language learners.
- 5S3: Program Quality: Work-Based Learning – Continued focus needs to be on English language learners as only 8.04% were enrolled in a Work Based Learning program.

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

Although the consortium does not explicitly fund this narrative, some items and priorities align with and support its goals. For example, Black/African American men pursuing credentials in the Education career cluster receive support through their participation in the college's Sirtify® program. Additionally, the New Student Programming Specialist supports CTE students throughout the admission and enrollment process.

During the 2025–26 academic year, the CTE Program Specialist will collaborate with the New Student Programming Specialist to explore the creation of targeted orientation sessions for Health Sciences and

Human Services given the 3P1 gaps noted above. The CTE Program Specialist will also contribute to the college's Strategic Enrollment Management (SEM) initiative as a member of the Academic Affairs work group. The college will launch its five-year SEM initiative this fall.

There has been a strong focus in the SWMetro Consortium secondary districts on increasing Work Based Learning opportunities for CTE students. That focus is clear and funded in a Narrative 7. We also have had specific goals in the past for English Language Learners. The initiatives that have been started will continue and be expanded.

## 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)
4. Provide additional narrative to address the following:
  - a. **Describe your consortium's formal governance structure, including:**
    - **How the consortium leadership is organized,**
    - **Processes used for making financial decisions,**
    - **Processes and structures in place to ensure secondary and postsecondary collaboration, and**
    - **Communication systems in place to ensure all consortium members are continually informed.**
    - **Note any areas of governance that are being developed or improved. Updates for 2025-2026?**

The Southwest Metro Consortium, led by a cohesive team of representatives from secondary and postsecondary professionals, operates under a collaborative shared leadership model involving 15 member school districts and 1 postsecondary institution. The 24-26 model includes two part-time secondary coordinators, one full-time postsecondary coordinator, and representatives from each member district. These representatives, comprising positions ranging from curriculum directors to counselors, convene meetings with CTE staff and administration in their districts to develop action steps toward Perkins initiatives, aligning with state and consortium-approved POS standards.

Throughout the planning cycle, districts submit proposed changes and allocation requests based on the approved plans, engaging in discussions facilitated by consortium coordinators. Leadership Team meetings occur regularly (at minimum bimonthly) to discuss implementation strategies, with secondary and postsecondary coordinators participating in various education and industry committees to reflect Perkins initiatives. Communication is facilitated through in-person meetings, electronic platforms, and Southwest Metro Consortium gatherings, ensuring the dissemination of Perkins-related updates and discussions on budget allocations.

Prioritizing regional needs assessment results informs decision-making regarding program size, scope, and quality, focusing on intentional initiatives aligned with SRPOS/POS directives. This collaboration between school districts and college administrators defines CTE funding allocation, clarifying support from Perkins funds versus district/college budgets. Emphasis is placed on aligning secondary coursework with postsecondary standards and industry credentials, enhancing quality through rigorous curriculum, work-based learning opportunities, and evaluation processes.

Recognizing the increased workload resulting from Perkins V legislation, efforts to streamline grant planning and administration are underway. This includes the approved direction for dedicated staff positions to manage Perkins-related tasks effectively, aligning with staffing practices observed in other Minnesota State colleges. Despite current capacity limitations, the consortium remains committed to advocating for effective policy and fostering strategic partnerships to support student success and workforce development initiatives.

As noted in Narrative 8: Support to professionals we plan to update our governance documents by March 2026.

Please note: While the title of the Director of K-12 and University Partnerships remains the same, the increase from 10% to 25% reflects the significant growth in workload and scope of responsibility related specifically to CTE efforts and Perkins grant administration & governance involvement.

Additional duties driving this increase include:

**Strategic regional and cross-sector engagement:** The Director now leads or participates in annual cross-sector convenings involving K–12, postsecondary, and workforce stakeholders, bringing a strategic planning lens to regional collaboration. This work ensures that local needs are represented in Perkins priorities and aligns with the college's Strategic Enrollment Management (SEM) plan. Unlike the new CTE specialist role, which focuses on operational and logistical support, the Director provides leadership, and college-level strategy. This role fills a key administrative gap, translating workforce and academic planning into actionable priorities across internal and external collaborators.

**Onboarding and supporting a new CTE specialist:** With the recent addition of a full-time CTE leader, the Director is responsible for onboarding, training, and integrating this new position into the college's broader strategic and operational goals for CTE and Perkins, ensuring continuity, compliance, and progress toward key performance indicators.

**Expanded CTE program oversight and support:** The number of concurrent enrollment courses in CTE areas has grown significantly, with additional pathways currently in development. This expansion requires increased coordination with secondary partners, faculty mentors, and internal academic leadership to ensure course quality and alignment with both secondary and postsecondary outcomes. In Academic Year (AY) 2024, we served 1,465 CE students and awarded 8,010 credits. For AY2025, we estimate serving 1,616 students and awarding 8,612 credits—a year-over-year increase of 10% in students served and 7.5% in credits awarded. With over 50% of our CE courses now classified as CTE, this growth directly contributes to increased demands on CTE oversight, strategic alignment, and engagement.

**Compliance and reporting demands:** Increasingly complex reporting requirements for the Perkins V grant, along with added expectations around equity indicators, program effectiveness, and accountability, now require a greater time investment from the Director to ensure accuracy and strategic alignment.

**Supervision and coordination:** In addition to onboarding, the Director supervises the CTE specialist and ensures their work aligns with the college's SEM plan and Perkins plan, institutional priorities, and equity-focused strategies.

In short, the increase reflects a rebalancing of duties to support the expanded operational, compliance, supervisory, and strategic leadership needs tied to CTE and Perkins funding, while ensuring the long-term sustainability of this critical work.

## Narrative 11: Reserve Funds

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

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

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

NEED A: Equipment for New Programs	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (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><b>[Need]</b> There is a need to support CTE equipment, and instructional supplies (equipment that does not meet the state determined threshold) to align with industry standards and workforce demands.</p> <p><b>[Data Source]</b> CLNA findings, <b>PowerBI Data</b>, and RealTime Talent (RTT) data highlight critical industry demand gaps in <b>education, hospitality</b>, healthcare, manufacturing, construction trades and IT.</p> <p><b>[Current Condition]</b> In addition, feedback from district and community members, teachers and faculty, and advisory committees indicates that the current outdated equipment limits students' ability to gain relevant, hands-on training.</p>					
<p><b>Reserve Category:</b>   <input type="checkbox"/> Performance Gaps   <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. <b>Strategies to address need:</b>					
<p>1. <b>[Who]</b> Postsecondary: Faculty, in consultation with business and industry partners, <b>[Action]</b> will identify equipment needs for identified SRPOS programs and collaborate with consortium leaders and college administration to determine a funding plan by <b>[Timeline]</b> <b>Spring 2026</b> <b>[Funding Source]</b> using Perkins funds.</p> <p>2. <b>[Who]</b> Secondary: Staff, in consultation with advisory committees and district administration, <b>[Action]</b> will identify equipment needs for identified POS programs and collaborate with consortium leaders to determine a funding plan by <b>[Timeline]</b> <b>Spring 2026</b> <b>[Funding Source]</b> using Perkins and braided funding.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					

1. <b>[Action]</b> Identified program equipment will be purchased, labeled, implemented, and documented <b>[Degree of change]</b> ensuring students receive hands-on training that meets industry standards <b>[Timeframe]</b> by end of grant cycle 2026.
--

<b>NEED B: Support for Professionals/Professional Development</b>	<b>This Need is in Element(s):</b>				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 x	5 <input type="checkbox"/>
<p><b>Support for Professionals/Professional Development</b></p> <p><b>Need Statement:</b></p> <p><b>[Need]:</b> There is a need to bolster professional development opportunities for secondary and postsecondary CTE staff, counselors, faculty, instructors, and Perkins coordinators.</p> <p><b>[Current Condition]:</b> Currently, facilitating participation in professional conferences and workshops tailored to the specific needs of CTE professionals is a priority. These events are crucial for providing insights into course and program improvements, networking opportunities, and staying abreast of CTE trends, policy, advocacy, and best practices essential for enhancing student outcomes and program effectiveness. In addition, ongoing research and training are needed to ensure effective administration of the Perkins V grant in compliance with federal and state requirements.</p> <p><b>[Data/Source]:</b> The Comprehensive Local Needs Assessment (CLNA) identified insufficient professional development opportunities based on feedback from administrators, Perkins coordinators, 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><b>Reserve Category:</b>   <input type="checkbox"/> Performance Gaps   x Develop or Improve POS/CTE programs</p>					
<b>2. Strategies to address need:</b>					
<p>1. <b>[Who]:</b> The secondary and postsecondary Perkins coordinators <b>[Action]:</b> will identify and support attendance at professional conferences, workshops, and training opportunities that meet consortium priorities and the specific needs of secondary and postsecondary CTE staff, faculty, administrators, and instructors <b>[Timeframe]:</b> during FY 26 <b>[Funding Source]:</b> using Perkins funding. Some examples include, but are not limited to, the MACTA fellowship, CTE Works!, ACTE conferences, and trainings by Minnesota State and MDE.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>1. <b>[Action Verb]:</b> Provide professional development opportunities <b>[Target Population]:</b> for secondary and postsecondary CTE staff, counselors, faculty, and instructors <b>[Specific Result]:</b> by encouraging and facilitating attendance at professional conferences and workshops tailored to CTE needs <b>[Timeframe]:</b> by the end of the 2025-2026 academic year.</p>					

<b>NEED: Educational Pathways (same as Narrative #5)</b>		This Need is in Element(s):				
4. 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><b>[Need]:</b> There is a need to increase enrollment in educational pathway programs.</p> <p><b>[Current Condition]:</b> Within the consortium, the smaller districts face capacity challenges and a shortage of CTE teachers. Current data from consortium districts shows a significant underrepresentation of BIPOC educators, and postsecondary Power BI data indicates 16% of the concentrators are Black or African American in the Education and Training pathway. Within the Teaching and Training Pathway, there are 100 concentrators at the secondary level as compared to 55 at postsecondary. Advisory committees and strategic planning documents emphasize the importance of targeted recruitment and retention efforts.</p> <p><b>[Data/Source]:</b> Data from consortium districts and postsecondary Power BI.</p>						
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs						
5. Strategies to address need:						
<p>3. <b>[Who]</b> Secondary: Support professional development opportunities, including DEI initiatives, strategies to address learning gaps for underrepresented populations, and teacher recruitment and retention efforts <b>[Action]:</b> by providing training sessions and workshops <b>[Timeframe]:</b> throughout the 2025-2026 academic year <b>[Funding Source]:</b> using Perkins funds.</p> <p>4. <b>[Who]</b> Postsecondary: Enhance enrollment growth <b>[Action]:</b> by funding an Educational Pathways supervisor for a 3 year grant cycle to lead initiatives such as Sirtify and SpedUp <b>[Timeframe]:</b> <b>[Funding Source]:</b> using Perkins and institutional funds. Educational Pathways supervisor will promote and manage Sirtify and SpedUp.</p>						
6. Measurable Outcomes (report results in next APR):						
<ul style="list-style-type: none"> <li>Secondary: Increase <b>[Action Verb]:</b> the number of counselors, advisors, and instructors participating in professional development workshops <b>[Degree of Change]:</b> by 5% and collect feedback on training effectiveness <b>[Timeframe]:</b> by the end of the 2025-2026 academic year.</li> <li>Postsecondary: Increase <b>[Action Verb]:</b> enrollment in Educational Pathways programs <b>[Degree of Change]:</b> by 5% <b>[Specific Result]:</b> as measured by AY 25-26 enrollment data.</li> </ul>						

4. Provide additional narrative to address the following:

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

Reserve funds will address gaps in enrollment and equity within the Education and Training career cluster, specifically targeting the Teaching and Training Pathway. The performance indicators to be addressed include increasing enrollment, particularly among underrepresented

populations, and improving the representation of BIPOC students, as current data shows a significant underrepresentation in this pathway. These funds will provide salary with aim to close the gap between secondary and postsecondary enrollment, particularly where there is a noticeable drop-off in student participation.

Notably from FY24-25, there is still effort to service youth in or aging out of foster care. Per last year's application: There is a noticeable data gap across multiple sources, regarding the special population of youth in or aging out of foster care. For instance, Normandale's postsecondary system faces challenges in retrieving data on students from foster care backgrounds. Despite Normandale's enrollment as Minnesota's largest 2-year community college and its strategic location, data from the Financial Aid Office indicates a statistically insignificant number of students accessing the Fostering Independence Grant. This is concerning and underscores the need for further investigation. The primary objective is to assess whether enhanced marketing efforts and improved information dissemination with secondary or community agencies could facilitate greater awareness among foster care youth about pathways to CTE programs. No direct funding is being requested beyond the use of Perkins postsecondary leaders' time. The goal is to gain information through targeted outreach initiatives and data collection efforts, we aim to gain insights into the barriers faced by this population and identify strategies to better support their educational pathways.

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

The specific program that will be addressed with Reserve funds is the Teaching and Training Pathway, part of the Education and Training career cluster. The focus will be on expanding established programs at both the secondary and postsecondary levels. At the secondary level, the funds will support expanding access to educational pathways, especially in smaller districts facing capacity challenges and teacher shortages. At the postsecondary level, the focus will be on expanding existing programs through the funding of the Educational Pathways Supervisor, who will lead initiatives such as Sirtify and SpedUp, designed to recruit and support underrepresented students in education careers.

## **Perkins-Funded Positions**

**Submit the following with your application materials:**

- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

## **Required Documentation**

**These required documents must be submitted with your Perkins V Local Application:**

1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory



6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)

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

To be submitted with the 2024 Local Application

<b>Consortium Name:</b>	Southwest Metro
-------------------------	-----------------

## 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):

Edited to add: All feedback was collected and supported by multiple efforts including but not limited to, teacher course assessments, district continuous curricular improvement plans, postsecondary program review, advisory board input, educators, industry/community/consortium member input, and RTT data. RTT data has been uploaded to the Teams site. NOTE: collaboration with Hennepin West on different program areas.

Our consortium undertook a comprehensive approach to gather information, employing diverse strategies tailored to the nature of each information source:

- We extracted data from a wide spectrum of databases, spanning from local to regional levels (RealTime Talent, DEED, SLEDs), to ensure a comprehensive understanding of the subject matter.
- Listening groups were conducted to capture insights directly from relevant partners, providing valuable qualitative data and perspectives.
- Postsecondary and secondary advisory notes were captured to contribute to the in-depth discussions among targeted demographic groups, fostering insights and uncovering diverse, student and workforce viewpoints.
- Consortia leadership conducted yearly-defined consortium meetings and feedback sessions with our key individuals and experts (consortia district representatives), allowing for the exploration of specific topics in detail and gaining first hand insights.
- Extensive research efforts (RTT) were completed to delve into existing labor market needs and reports, enriching our understanding and providing context to our findings.
- In general, we reviewed trends, comparisons, and pattern recognition from previously completed CLNA and current data sources.

Key partners within the consortium analyzed the information, employing their expertise and diverse perspectives. Through collaborative efforts and rigorous analysis, conclusions were derived that reflect a comprehensive understanding of the subject matter applied to our elements below:

**Element #1:** Thorough examination of performance indicators and data for both existing and potential SRPOS/POS. This analysis drew from postsecondary data sources like PowerBI as well as secondary data provided by MDE's Secure Reports, SLEDs, etc. The discussions involved a diverse range of collaborators filling the voice including administrators, district representatives, instructors, students, community, and representatives from special population groups. The primary focus was dissecting the data into finer details to identify the student groups most affected by these programs. We also delved into the underlying reasons behind these impacts.

**Element #2:** Extensive data analysis was conducted on the local and regional labor markets sourced from Real Time Talent, DEED, and input from area employers. By doing so, partners pinpointed areas of potential alignment for our region with existing and future possibilities for Programs of Study (SRPOS/POS). Various factors such as size, course offerings, and breakdowns of student demographics and student interests, contribute to the scope of the identified SRPOS/POS. Additionally, aspects were scrutinized like secondary course alignment and sequencing while also exploring opportunities for dual enrollment and pathways to postsecondary and workforce. Assessment of quality indicators included an evaluation of course materials, availability of work-based learning experiences, and the range of certificates, and degrees offered.

**Element #3:** Review of SRPOS/POS, identifying various points for entry and exit. Priorities were determined by both current conditions and forecasted career/workforce demands by way of RTT reports for the region and locally. Discussions were held to review and revise local and regional implications of current pathways. Results are reflected and included in the consortium's plan and SRPOS/POS spreadsheet. The primary needs expunged from our CLNA were support for expanding work-based learning and equipment to support SRPOS/POS.

**Element #4:** We identified CTE teacher shortages and projected staffing needs for both secondary and postsecondary levels. We explored and utilized alternative licensing options for secondary educators. Input from secondary and postsecondary administrators, educators, and employers, along with area trends, aided in our analysis.

**Element #5:** The initial data from other elements provided insights into the performance and enrollment of special population students in CTE programs. We explored various factors influencing their participation, such as marketing materials, advisory practices, and recruitment strategies. Consultations with collaborators ensured a comprehensive perspective. NAPE resources, including the Equity Gap Analysis tool and the NAPE Nontraditional Career Preparation tool, offered guidance and strategies for promoting equity in CTE programs, especially for special population learners.

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

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

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

---

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

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

Name	Title	Group Represented
Advisory Boards	CTE Postsecondary and Secondary Advisory Boards	Business/IndustryCTE faculty,
Shakopee Schools	Career Academies Community of Practice	Education, JFF, United Way
RealTime Talent	RealTime Talent	Labor market
MPLS Regional Chamber	Chamber of Commerce	Business/Industry, education
SW Metro Consortia district reps	SW Metro governance	District Reps
Hennepin West Consortium	Hennepin West Consortium Coordinators	Education, business/industry
River South Minnesota	Public-Private Entertainment Collaboration	Southwest MN, business/Industry, education
Shakopee Chamber of Commerce	Chamber and Visitor Bureau	Business/Industry, education
Community Development Agency	Scott County	Business/Industry, education, city and county agencies
Bloomington Public Schools	Bloomington Strategic Planning Committee	Administration, staff, students, parents, community, Business/Industry, City of Bloomington, Hennepin County
Intermediate District #288	Intermediate District #288 Strategic Planning Committee	Administration, staff, students, parents, community, Business/Industry, Scott Carver, Wright, LeSueur, Waseca Counties
Intermediate District #288	CTE Summit	Education, member districts
Shakopee Mdewakanton Sioux Community	Tribal community	Prior Lake, Shakopee, Scott County, education districts
SouthWest Metro Chamber of Commerce	Chamber	Carver County, education, Business/ Industry
Engineering Center of Excellence	Minnesota State	Education, Business/Industry
CTSO	DECA, FCCLA, FFA, SkillsUSA, HOSA, BPA	Education, Business/Industry, students, community, parents
Professional Organizations	ACTE, MnACTE, MACTA, AAFCS, MAAE	Education, Business/Industry, community
MACTA Fellowship Program	Fellowship Program	Education, Perkins Consortia Leaders
Teacher Induction Program	Teacher Mentorship and Retention	Education

### Prioritizing Needs (Optional)

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

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							



## Narrative Tracking Matrix (Optional)

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

### Key to Narratives:

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gap s	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need A: <b>English Learners</b>					X				X		
Need B:											
Need C:											
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need A: <b>Development of POS and ongoing analysis</b>	X	X									
Need B:											
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need A: <b>Work-Based Learning</b>			X			X					
Need B: <b>Equipment</b>		X									X
Need C:											
Need D:											
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A: <b>Support for Professional Development</b>				X				X		X	X
Need B: <b>Educational Pathways</b>		X		X				X			
Need C:											
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											
Need A: <b>Enhanced Support for Early College</b>							X				
Need B: <b>Career Exploration Events and Opportunities</b>						X			X		
Need C:											
Need D:											

# ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of [\*Minnesota’s Comprehensive Local Needs Assessment Guide\*](#).

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

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

## PRIORITIZED NEEDS

### Element 1: Student Performance on Required Performance Indicators

E1-Need A: The prioritized need for Element 1 in CLNA underscores the importance of addressing the educational support requirements for **English Learners** at both secondary and postsecondary levels.

At the secondary level, **English Learners** have been identified as a subgroup requiring targeted assistance across multiple indicators, including 1S1, 2S1, 2S2, and 3S1. These indicators encompass various aspects of academic performance, progress, and proficiency, indicating the necessity for tailored support mechanisms to ensure the academic success of English Learners in these areas.

Moving to the postsecondary level, the analysis of 1P1 indicator data reveals a concerning gap in the performance of English Learners, with a deficit rate of - 11.6%. This signifies that only 80% of English Learners meet the expected standards, which falls significantly below the state-determined threshold of 91.28%. Such a disparity highlights the urgency of implementing targeted interventions and resources to address the academic needs and challenges faced by English Learners in postsecondary education settings.

In summary, the prioritized need for Element 1 in CLNA underscores the critical importance of providing comprehensive support and resources to English Learners, both at the secondary and postsecondary levels, to ensure equitable access to quality education and academic success for all students.

E1-Need B:

E1-Need C

E1-Need D

E1-Need E

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

Refer to the **Guidance to Assess Element Two** section of [\*Minnesota's Comprehensive Local Needs Assessment Guide\*](#).

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

**Size:** Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

**Scope:** Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

**Quality:** A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in [DEED's Occupation in Demand index](#) and/or through the Comprehensive Local Needs Assessment

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

## PRIORITIZED NEEDS

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

E2-Need A:

#### Development of Programs of Study

Our CLNA underscores the need to explore Programs of Study (POS) aligned with fields or clusters. RealTime Talent (RTT) data highlights industry demand needs found [here](#). The alignment of our CLNA needs and program size, scope, and quality results are summarized in the SR/POS spreadsheet.

To address the POS needs, we must consider:

- Industry-aligned equipment and curriculum development
- Support for nontraditional career pathways and work-based learning
- Professional development for POS enhancement
- Outreach to counselors, advisors, and instructors for awareness
- Support the growth of CTSOs

Over the past two years, we've shifted towards evidence-based decision-making, utilizing CLNA and regional employment data. Refinement of our SRPOS and POS spreadsheet aids in guiding funding priorities. Emphasizing course alignment and outreach to underrepresented populations remains crucial, with counselors, advisors, and instructors playing key roles.

E2-Need B

E2-Need C

E2-Need D

E2-Need E

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

Refer the **Guidance to Assess Element Three** section of [\*Minnesota’s Comprehensive Local Needs Assessment Guide\*](#).

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

## PRIORITIZED NEEDS

### Element 3: Progress towards implementation of CTE Programs of Study

#### E3-Need A: Strengthening **Work-Based Learning**

Our CLNA underscores the need to enhance support for work-based learning initiatives. These programs provide essential hands-on experiences for students, fostering skill development and industry connections. Prioritizing work-based learning ensures students gain practical skills, enhancing their career readiness. Additionally, strong partnerships with businesses promote economic growth, workforce development and defined Advisory input.

Based on our CLNA results, we must focus on:

- Support the expansion of partnerships with local businesses for internships and apprenticeships.
- Promote training for educators and employers involved in work-based learning.
- Allocate resources for transportation including field trip funding.
- WIOA alignment of needs and expansion of apprenticeship model at a postsecondary level

#### E3-Need B: **Equipment**

Our Perkins CLNA emphasized the urgent need for supporting CTE equipment to align with industry standards. CLNA feedback gathered from district and community members, RTT, and advisory committees reflect that equipment ensures students receive training that meets current workforce demands and prepares them for successful careers. Upgrading equipment not only enhances program quality but also fosters valuable partnerships with local industries, providing students with relevant, hands-on learning experiences.

#### E3-Need C

#### E3-Need D

#### E3-Need E

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

Refer to the **Guidance to Assess Element Four** section of [\*Minnesota’s Comprehensive Local Needs Assessment Guide\*](#).

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



## PRIORITIZED NEEDS

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

#### E4-Need A: **Support for Professionals/Professional Development**

Identified as a pressing requirement following the completion of our CLNA is the imperative need to bolster professional development opportunities solely for secondary and postsecondary CTE staff, counselors, faculty, and instructors. This support is essential for refining and aligning program of study (POS) frameworks while ensuring optimal course sequencing and pathway development.

To address this identified need, active encouragement and facilitation will be provided for participation in professional conferences and workshops tailored to the specific needs of CTE professionals. These events offer invaluable insights for course and program improvements and possible initiatives, networking opportunities, empowering educators to stay abreast of CTE trends, policy and advocacy, and best practices essential for enhancing student outcomes and program effectiveness.

The importance of sustainable consortium governance was identified throughout the CLNA process. Energy needs to be devoted to crafting governance documents aimed at sustaining the success of our consortium, managing position changes effectively, and ensuring succession planning measures are in place.

#### E4-Need B **Educational Pathways**

Our findings underscore the critical importance of bolstering educational pathways, particularly for Black or African American men, alongside other underrepresented groups like Hispanic or Latino individuals. Addressing capacity challenges in smaller districts and the shortage of CTE teachers is imperative.

Efforts to recruit and retain diverse CTE teachers remain paramount, notwithstanding initiatives like tiered licensure. Continued funding support for CTE programs and targeted outreach efforts are essential.

The underrepresentation of BIPOC teachers in consortium districts highlights the urgent need for focused DEI initiatives and professional development and support continuing professional development for districts as their diverse student populations continue to increase. Encouraging diverse candidates to pursue teaching careers in CTE is vital, alongside broader strategies to tackle the statewide teacher shortage.

#### E4-Need C

#### E4-Need D

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

Refer to the **Guidance to Assess Element Five** section of [Minnesota’s Comprehensive Local Needs Assessment Guide](#).

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

PRIORITIZED NEEDS	
Element 5: Progress towards equal access to CTE programs for all students	
E5-Need A:	<b>Enhanced Support for Early College</b>  To advance Early College (articulated credit, CE, and PSEO) initiatives, we must strengthen articulated credit and concurrent enrollment programs. These efforts enable high school students to earn college credits, accelerating their path to postsecondary education and career readiness.  We need robust partnerships between secondary schools and colleges to ensure seamless alignment between education entities. Additionally, expanding access to concurrent enrollment programs allows students to enroll in college-level courses while in high school, providing valuable academic exposure.  By prioritizing support for Early College through these avenues, we equip students with essential skills and credentials for success in the workforce while promoting equity in access to higher education opportunities.
E5-Need B	<b>Career Exploration Experiences</b>  During the CLNA survey phase, it was found that not all students are aware of CTE programs, and some face participation obstacles. Disparities in program attendance contribute to variations in participant numbers. The CLNA emphasizes the importance of career exploration in understanding and engaging with CTE pathways and POS career planning. For both students and workers, finding a suitable career path is crucial. Exploration helps individuals align strengths and set goals through assessment, counseling, coaching, and work-based learning experiences.
E5-Need C	
E5-Need D	
E5-Need E	



Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	<b>Basic</b>	<b>Reserve</b>	<b>Sec/PS Subtotals</b>
<b>Secondary Allocation:</b>	<b>\$476,530.19</b>	<b>\$65,973.39</b>	<b>\$542,503.58</b>
<b>Postsecondary Allocation:</b>	<b>\$507,231.49</b>	<b>\$65,973.39</b>	<b>\$573,204.88</b>
<b>Total Consortium Allocation:</b>	<b>\$983,761.68</b>	<b>\$131,946.78</b>	<b>\$1,115,708.46</b>

### INSERTING ADDITIONAL ROWS

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

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

### DATA ENTRY

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

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

### SUMMARY SPREADSHEET

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

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

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

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

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

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

(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.

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]

Southwest Metro

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
			POS 3 and 10	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary		\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary		\$0.00	\$0.00	\$0.00
360 Transportation Contracts With Private or Public	Career Exploration Field Trip activities to support new POS		\$500.00	\$500.00
365 Travel, Conventions and Conferences	Support of Staff for Professional Development related to support of new POS		\$1,500.00	\$1,500.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Support of equipment, PD, instructional supplies, etc. for new/enhanced POS		\$35,717.65	\$35,717.65
				\$0.00
				\$0.00
300's Services/Subawards		\$0.00	\$37,717.65	\$37,717.65
430 Supplies and Materials - Non-Individualized Instructional	Instructional Supplies for new/enhanced POS		\$5,000.74	\$5,000.74
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials		\$0.00	\$5,000.74	\$5,000.74
530 Other Equipment Purchased	Equipment support for new/enhanced POS		\$20,000.00	\$20,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment		\$0.00	\$20,000.00	\$20,000.00
				\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,255.00
2024-2025 Proposed Budget		\$0.00	\$62,718.39	\$65,973.39

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

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

## SECONDARY Narrative for Perkins V Application

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

Expenditures in the 100s and 200s in the secondary budget are for the Coordinator from SWMetro and benefits for that portion of the position. 143 - \$3,000; 210 - \$225; 250 - \$200

*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.*

303 - \$260,399 - Pay districts for expenses related to all aspects of the grant based on projects they submit to consortium for ALL Narrative Areas (particularly 2, 5, 6, 7, 8.) [Examples include: Workplace Tours, College Visits, instructional supplies related to SRPOS and POS development, career investigation platform support for districts (Examples: support for MCIS, Naviance, etc.) equipment purchased for SRPOS and POS development, professional improvement and development, conferences, travel including CTSO travel and advisor support] Concurrent enrollment mentoring fees paid to Normandale and DCTC \$20,000 (Narrative 7). 304 - \$57,000 - Pay districts for expenses related to all aspects of the grant over \$25,000 based on projects they submit to consortium for ALL Narrative Areas (particularly 2, 5, 6, 7, 8). Pay Consultant for secondary consortium coordinator \$60,000 (\$25,000 from 303 and \$35,000 from 304) Narrative 10 Governance; 360 - \$5,000 - Transportation for SWMetro Intermediate district member students for Workplace Tours, College Visits, CTSO travel support (Narratives 2, 6, 7); 366 - \$13,000 - Professional development, conferences, travel including CTSO advisor support for SWMetro Intermediate District staff and coordinators including support of MACTA fellow program and CTE TIP (Narratives, 2, 7, 8, 10).

## SECONDARY Narrative for Perkins V Application



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

401 - \$3,200 - Career Exploration Software MCIS (Element 5 Narrative 6 and Narrative 9) . 430 - \$11,679.69 - Instructional supplies related to SRPOS and POS development (Element 2 Narrative 1 and Narrative 5).

*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.*

530 - \$20,000 - Equipment purchased related to Element 2 Narratives 1-CLNA and Narrative 2-POS at SWMetro Intermediate District (Narrative 2); Predominately expansion of Medical Careers/Health Sciences program, Hospitality and Tourism, and AFNR pathways based on CLNA, advisory committee and/or Workforce Agency recommendations (Narrative 1).

**SECONDARY Narrative for Perkins V Application**

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

The 5% Admin \$22,826.50 - cost is for the fiscal services of the fiscal agent in the administering of the grant. Covering Payroll expenses, member district reimbursements for expenses, auditing expenses, etc. Reserve Admin \$3,255 for the same purposes.

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.

360 - \$500 student travel tours; 366 - \$1500 PD for staff; 303 - Payment to districts based on requests falling under reserve criteria (PD, equipment) \$35,717.65; 430 - \$5000.74 Instructional Supplies falling under reserve criteria; 530 - \$20,000 Equipment falling under reserve criteria. Element 3 and Element 4 Narrative 11 Reserve. **Under Perkins V, Section 112, reserve funds may be awarded to consortia in:**

**Rural areas**

**Areas with high percentages of CTE concentrators or CTE participants**

**Areas with high number of CTE concentrators or CTE participants**

**Areas with disparities or gaps in performance**

Up to 15 percent of funds allocated to a consortium can consist of reserve funds. Reserve funds are unique in that they must specifically be used to either foster innovation or promote the development, implementation, and adoption of programs of study or career pathways aligned with high-skill, high-wage, or in-demand occupations. Innovation can be defined for this purpose as something not used before by a consortium or a new approach taken within a consortium. Consortia must describe in the grant application how reserve funds will be used. In Minnesota, fifteen percent of a consortium's application will consist of reserve funds.

### Narrative Funding--Postsecondary

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Diem Vo	Coordinator for Partnership Programs							\$35,700.00				\$35,700.00
Jeremy McNamara	Education Pathways Supervisor					\$17,850.00						\$17,850.00
Crystal Svoboda	Director of K12 and University Partnerships										\$37,000.00	\$37,000.00
Jared Scharpen	Career and Technical Education Specialist										\$120,000.00	\$120,000.00
Susan Mucha	Accessibility Specialist, Office for Students with Disabilities					\$35,000.00						\$35,000.00
Zay Coylewright	New Student Program Specialist							\$32,000.00				\$32,000.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$52,850.00	\$0.00	\$67,700.00	\$0.00	\$0.00	\$157,000.00	\$277,550.00
4000: Equipment	Support for SR POS and POS (see POS spreadsheet)		\$70,000.00									\$70,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$70,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,000.00
1560: Educ Services , contract work	RealTime Talent and Contract Work as described in grant application	\$10,000.00	\$15,000.00				\$15,000.00					\$40,000.00
RCE	Contracted service, 8 credits for RCE for up to 8 faculty in IPE		\$28,000.00									\$28,000.00
2870: Memberships	Professional group memberships								\$3,000.00			\$3,000.00
1560: Education Services	Developing Education and Human Services Pathway & Articulated College Credit (CTECreditmn, administration, contract)							\$20,000.00				\$20,000.00
2120: Travel	In state, travel								\$7,000.00		\$6,000.00	\$13,000.00
2220: Exp Out State	Conferences								\$12,000.00		\$12,000.00	\$24,000.00
Equipment	POS specific equipment that does not meet \$5,000 threshold					\$3,319.92					\$3,000.00	\$6,319.92
Non-Personnel	SUBTOTAL	\$10,000.00	\$43,000.00	\$0.00	\$0.00	\$3,319.92	\$15,000.00	\$20,000.00	\$22,000.00	\$0.00	\$21,000.00	\$134,319.92
												\$0.00
Administration—Federal and Nonpublic Indirect Cost [Chargeback]—No more than 5% of Total (Enter amount in YELLOW cell at right)											\$25,361.57	\$25,361.57
2024-2025 Proposed Budget		\$10,000.00	\$113,000.00	\$0.00	\$0.00	\$56,169.92	\$15,000.00	\$87,700.00	\$22,000.00	\$0.00	\$203,361.57	\$507,231.49

[illegible]

Southwest Metro

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
			POS 3 and 10	
Jeremy McNamara	Education Pathways Supervisor		\$53,550.00	\$53,550.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$53,550.00	\$53,550.00
Item 4000	Equipment		\$5,000.00	\$5,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	\$0.00	\$5,000.00	\$5,000.00
				\$0.00
				\$0.00
Item 1560	Professional Development		\$4,124.73	\$4,124.73
				\$0.00
				\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$4,124.73	\$4,124.73
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				\$3,298.66
<b>2024-2025 Proposed Budget</b>		<b>\$0.00</b>	<b>\$62,674.73</b>	<b>\$65,973.39</b>

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

**Concurrent Enrollment Operations Specialist 1. Salary and fringe 2. 35,700 3. Narrative 7. CLNA element 2 and 5**

**Education Pathways Supervisor 1. salary and fringe 2. \$17,850 3. Narrative 5 4. CLNA element 4**

**Director of K12 and University Partnerships 1. Salary and fringe 2. 37,000 3. Narrative 10 4. Aligned with CLNA element 4**

**Career and Technical Education Director 1. Salary and fringe 2. up to \$120,000 3. Narrative 10 4. Aligned with CLNA element 4**

**Accessibility Specialist, Office for Students with Disabilities 1. Salary and fringe 2. 35,000 3. Narrative 5 4. Aligned with CLNA element 5**

**New Student Program Specialist 1. Salary and fringe 2. 32,000 3. Narrative 7 4. Aligned with CLNA element 2 and 5**

*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.*

**POS Equipment 1. 4000 object code for equipment TBD in alignment with POS, industry standards, and follow Local Use of Funds guidelines 2. \$70,000 3. Narrative 2 4. CLNA element 2**

## 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.*

1560: Educational Services, 1. CLNA contract work for RealTime Talent and coordinator contract work alignment 2. \$40,000 3. Narrative 1, 2, and 6. 4. Aligned with CLNA element 2 and 3

RCE 1. Contracted service, 8 credits for RCE for up to 8 faculty in IPE 2. \$28,000 3. Narrative 2 and 4. Aligned with CLNA element 2 and 4

1560: Education Services 1. Articulated College Credit/CTEcreditmn, 2. \$20,000 3. Narrative 7. Aligned with CLNA element 1, 2, 3 and 5

2870: Memberships 1. Professional group memberships 2. \$3,000 3. Narrative 8 4. Aligned with CLNA element 1, 2, 4 and 5

2120: Travel/Conferences 1. In state, travel 2. \$13,000 3. Narrative 8 and 10 4. Aligned with CLNA element 1,2,4 and 5.

2220: Exp Out State Travel 1. Conferences to support designated Narratives 2. \$24,000 3. Narrative 8 and 10. Aligned with CLNA element 1, 2, 4, and 5.

3000: Supplies 1. Various supplies to support associated Narratives 2. \$6,319.92 3. Narratives 5 and 10 4. Aligned with CLNA element 2 and 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.*

SW Metro postsecondary administrative cost will be applied to ancillary services aligned to execute Perkins grant plan. Specifically, Normandale will apply 5% Basic and Reserve dollars to support payment and billing grant administration, human resources, information technology, office utilization space (electric, cleaning, ext.), and overall operational costs.

*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.*

**Education Pathways Coordinator 1. salary and fringe 2. \$53,550 3. Narrative 11 4. Aligned with CLNA element 2 and 7, Develop/Improve POS CTE Programs**

**POS Equipment 1. 4000 object code for equipment TBD in alignment with POS, industry standards, and follow Local Use of Funds guidelines 2. \$5,000 3. Narrative 11. CLNA element 2**

**Professional Development 1. Professional Development 2. 4,124.73 3. Narrative 11 4. Aligned with CLNA element 1, 2, 4 and 5, Develop/Improve POS CTE Programs**

Consortium Plan: Budget Summary 2022-2023

<div> <div>Southwest Metro</div> <div> July 1, 2025 - June 30, 2026 (FY26)  Budget by Application Narratives </div> </div>				
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$10,000.00	\$10,000.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>
Narrative 2: Programs of Study	Secondary	\$193,610.00		\$193,610.00
	Postsecondary		\$113,000.00	\$113,000.00
	<b>Total</b>	<b>\$193,610.00</b>	<b>\$113,000.00</b>	<b>\$306,610.00</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 5: Special Populations	Secondary	\$11,679.69		\$11,679.69
	Postsecondary		\$56,169.92	\$56,169.92
	<b>Total</b>	<b>\$11,679.69</b>	<b>\$56,169.92</b>	<b>\$67,849.61</b>
Narrative 6: Work - Based Learning	Secondary	\$84,989.00		\$84,989.00
	Postsecondary		\$15,000.00	\$15,000.00
	<b>Total</b>	<b>\$84,989.00</b>	<b>\$15,000.00</b>	<b>\$99,989.00</b>
Narrative 7: Early College	Secondary	\$32,500.00		\$32,500.00
	Postsecondary		\$87,700.00	\$87,700.00
	<b>Total</b>	<b>\$32,500.00</b>	<b>\$87,700.00</b>	<b>\$120,200.00</b>
Narrative 8: Support for Professionals	Secondary	\$50,000.00		\$50,000.00
	Postsecondary		\$22,000.00	\$22,000.00
	<b>Total</b>	<b>\$50,000.00</b>	<b>\$22,000.00</b>	<b>\$72,000.00</b>
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 10: Governance	Secondary	\$103,751.50		\$103,751.50
	Postsecondary		\$203,361.57	\$203,361.57
	<b>Total</b>	<b>\$103,751.50</b>	<b>\$203,361.57</b>	<b>\$307,113.07</b>
Narrative 11: Reserve Funds	Secondary	\$65,973.39		\$65,973.39
	Postsecondary		\$65,973.39	\$65,973.39
	<b>Total</b>	<b>\$65,973.39</b>	<b>\$65,973.39</b>	<b>\$131,946.78</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$26,081.50		\$26,081.50
	Postsecondary		\$28,660.23	\$28,660.23
	<b>Total</b>	<b>\$26,081.50</b>	<b>\$28,660.23</b>	<b>\$54,741.73</b>
PLAN TOTALS	Secondary	\$542,503.58		\$542,503.58
	Postsecondary		\$573,204.88	\$573,204.88
	<b>Total</b>	<b>\$542,503.58</b>	<b>\$573,204.88</b>	<b>\$1,115,708.46</b>

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$476,530.19	\$65,973.39	\$542,503.58
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$507,231.49	\$65,973.39	\$573,204.88
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00



School District/ Building Name	Program OE Code	Teacher's Name and License #	Proposed Equipment (Attached Information)	Rational - Objectives met	Cost	District Total	Perkin's Goal Addressed	Date Approved
Belle Plaine	T&I 171000	Ryan Giles	Laser Engraver	Program Improvement-New Tech (\$19,914)	\$9,957.00		2	1/9/2024
	T&I 171000	Ryan Giles	Saw	Program Improvement-New Tech (\$6437)	Not Approved	\$9,957.00	2	
Jordan	FCS 090101	Anne Jans 393758	Reality Works Babies	New Tech	\$6,828.15	\$6,828.15	Reserve	9/28/2023
Central	AFNR 019901	Jim Mesik 432062	SawStop table saw w/accessories	New Tech/Safety features	\$6,166.00		2	9/25/2023
						\$6,166.00		
Shakopee	HEALTH 070300	Lisa Walker 422313	Geri Manikin	New Tech	\$2,380.95		2	10/12/2023
	T&I 171710	Rob Mainhardt 446749	TIG Welder, Accessory kit	New Tech	\$745.00		2	10/12/2023
	T&I 171710	Rob Mainhardt 446749	Metal Rod Oven w thermometer	New Tech	\$1,876.00		2	10/12/2023
	HEALTH 070300	Rachel Klick 485991	Centrifuge	New Tech	\$3,169.99		2	10/26/2023
	FCS 090101	Katherine Lechleitner	Reality Works Babies		\$2,208.90		Reserve	10/25/2023
						\$10,380.84		
Waconia								
New Prague						\$0.00		
Prior Lake								
Watertown						\$0.00		
Bloomington								
District 112	T&I 171710	Mark Lacy 353167	Virtual Welders	New Technology	\$5,950.64		2	10/11/2023
Chanhassen HS						\$5,950.64		
SWMetro	SERVICE 090301	Donald Gonzalez 1021415	Reach In Refrigerator	New Program	\$2,274.30		Reserve	1/18/2024
	SERVICE 090301	Donald Gonzalez 1021415	Reach in Freezer	New Program	\$2,671.31		Reserve	1/18/2024
	SERVICE 090301	Donald Gonzalez 1021415	Work Tables	New Program 4x1163.40	\$4,653.60		Reserve	1/18/2024
	SERVICE 090301	Donald Gonzalez 1021415	Induction Range Countertop	New Program 4x4433.10	\$17,732.40		Reserve	1/18/2024
	SERVICE 090301	Donald Gonzalez 1021415	Convection Oven Electric	New Program	\$9,975.00		Reserve	1/18/2024
	SERVICE 090301	Donald Gonzalez 1021415	Delivery 400; shipping/handing 1157.41		\$1,557.41	\$38,864.02	Reserve	1/18/2024
Edina						\$0.00		
Orono	WBL 000750	Mallory Purdy 476564	NextUp Curriculum	Special Pops	\$3,000.00		5	8/15/2023
						\$3,000.00		
						\$81,146.65		

Sent 10/13 Not approved/Not in plan  
Sent 10/13 Not approved/Not in plan  
Sent Jan. approved Manufacturing

Post - Secondary Equipment

Location	Asset Tag #	Date	Serial # / Line #	PO #	Cost Center	Object Code	Program	Contact Person	Equipment	Rationale	Total Cost	Perkin's Goal
----------	-------------	------	-------------------	------	-------------	-------------	---------	----------------	-----------	-----------	------------	---------------

NO sensitive items or equipment over 5k

School District/ Building Name	Program OE Code	Teacher's Name and License #	Proposed Equipment (Attached Information)	Rational - Objectives met	Cost	District Total	Perkin's Goal Addressed	Date Approve d	
Orono	WBL 000750	Mallory Purdy	NextUp Transition Curriculum	Upgrading curriculum	\$3,000.00		Special Pops	9/5/2024	
						\$3,000.00			
Jordan	T&I 171710	Stephen McClellan	Miller Multiatic 220 AC/DC	Equipment	\$4,199.00		POS	9/23/2024	sent 9/19/24
	T&I 171710	Stephen McClellan	Renshaw Probe	Equipment	\$5,795.00	\$9,994.00	POS	2/12/2025	sent 2/12/25
Edina	T&I 171512	Jodi Ramirez	Cyber Training	Curriculum Upgrade - Cyber Security	\$2,500.00		Reserve	3/12/2025	sent 3/11/25
						\$2,500.00			
Shakopee	426600, 483735, 404564, 1029429	Callon Siebenahler, Charise Aekens, Karl Kaste, Judy Winship	StuKent Software	Curriculum Upgrade	\$3,500.00			Rescinded	Sent 10/11
	FCS 090101	Rob Mainhart	Weld Test Bender	Equipment	\$1,925.00			#####	Sent 10/11
	FCS 090101	Katie Lechleitner	Dough Sheeter	Equipment	\$899.00			4/1/2025	sent 4/1/25
	FCS 090101	Heather Baumbach	Ice Maker	Equipment	\$1,200.00			4/2/2025	sent 4/1/25
	FCS 090101	Katie Lechleitner	Mixer	Equipment	\$789.00			4/1/2025	sent 4/1/25
	T&I 171000	Brett Kaufhold	Milwaukee Track Saw	Equipment	\$945.00	\$5,758.00		4/2/2025	sent 4/1/25
Belle Plaine	T&I 171000	Ryan Giles - Construction	Scaffolding	Safety upgrade District paying 1/2 2150	\$1,075.00			#####	sent 10/3/24 Questions asked 10/7; answered 10/11
	T&I 171000	Ryan Giles - Construction	Sander	New Equipment: District paying 1/2 \$22,000	\$11,000.00			10/7/2024	sent 10/3/24
	T&I 171000	Ryan Giles - Construction	Lathe	New Equipment: District paying 1/2 \$5299	\$2,649.50	\$14,724.50		2/13/2025	sent 2/13/25
New Prague	T&I 170302	Kevin Baer - Auto Mechanics	Coolant Flush	New Equipment	\$3,066.00		POS	3/11/2025	sent 10/9 reallocation sent 3/11/25
						\$3,066.00			
Richfield	FCS 090101	Alexis Setzer	Realcare Babies	New Equipment	\$5,387.24		POS	#####	
						\$5,387.24			
Watertown									
						\$0.00			
Bloomington	FCS 090101	Mikayla Campion	Refrigerator	New Equipment	\$2,369.00			2/12/2025	sent 2/11/25
	FCS 090101	Mikayla Campion	Proofing Oven	New Equipment	\$1,499.99	\$3,868.99		2/12/2025	sent 2/11/25
District 112 Chanhassen HS									
						\$0.00			
SWMetro	Health 070300	Susan Burnison - 511256	Geriatric Manikin for CNA	New Equipment	\$3,005.13			12/3/2024	
	AFNR 019901	Bruce Mathiowetz - 347678	MARS farm grow chamber systems	New Equipment	\$6,638.00			3/19/2025	sent 3/18/25
	Service 090301	Donald Gonzalez - 1021415	Hobart Mixer	New Equipment	\$17,593.21			4/15/2025	sent 4/14/25
						\$27,236.34			
Prior Lake	Health 070300	Scot Jaenicke - 392497	CPR Manikins; Child Sized 12	New Equipment	\$1,845.00		Reserve	3/5/2025	sent 2/27/25
	Health 070300	Jack Schlieve - 1016617	Treadmills, heart rate monitors	New Equipment	\$2,380.00			Rescinded	sent 2/27/2 questions asked answered 3/11
	Health 070300	Jack Schlieve - 1016617	Treadmills, heart rate monitors	New Equipment	\$8,230.00	\$10,075.00	Reserve	3/24/2025	sent 3/19/25
						\$0.00			
						\$85,610.07			

Post - Secondary Equipment

Location	Asset Tag #	Date	Serial # / Line #	PO #	Cost Center	Object Code	Program	Contact Person	Equipment		Total Cost	erkins Narrativ
Dental Clinic	2064104	Fall 2024		PO-000045326	GR0000427		Dental	Molly	Tuttnauer Auto Autoclave		5233.47	POS
Excercise Science Lab	2064105	13-Jun-25		PO-000045521	GR0000427		Exercise	Molly	ASPIRE TREADMILL S		\$15,771.28	GR0007291

# Completing the Program of Study Spreadsheet

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

### Southwest Metro

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Key Instructions: POS Funding tab

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

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

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

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

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

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

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

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

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

### RESOURCE LINKS

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

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

[Maps of Approved Secondary Programs](#)

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

[Minnesota State—Consortia Resources](#)

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

**State-Recognized Program of Study Verification**  
**July 1, 2025 - June 30, 2026 (FY26)**  
**Southwest Metro Perkins Consortium**

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

1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment.

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

x

[Insert "X" in the box to confirm]

Cindy Walters

[Secondary Consortium Leader]

Crystal Svoboda

[Postsecondary Consortium Leader]

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

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

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



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

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

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

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

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

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

Southwest Metro	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	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Information_Technology	Information_Technology	Hospitality_and_Tourism	Hospitality_and_Tourism	Business_Management_and_Administration
Career Pathway	Food_Products_and_Processing_Systems	Agribusiness_Systems	Network_Systems	Web_and_Digital_Communications	Restaurants_and_Food_Beverage_Services	Lodging	General_Management
High Schools & Approved CTE Programs (Table C)	(019901) Belle Plaine, Central (Norwood-Young America), SWMetro District 288, Watertown		(171512) Edina, Richfield, Shakopee, SWMetro District 288		(140710) Shakopee (090101) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, Watertown-Mayer (090301) SWMetro District 288		(140710) Belle Plaine, Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, Watertown-Mayer
Postsecondary Partner Institutions	Normandale_Community_College_023	South_Central_College_004	Normandale_Community_College_048	Dakota_County_Technical_College_079	Normandale_Community_College_064	Normandale_Community_College_036	Normandale_Community_College_025
Postsecondary CTE Program #1	Food Science	Agribusiness	Computer Science Transfer Pathway	Web Design	Food and Beverage Management	Hotel Operations	Small Business Management
Postsecondary CTE Program #2	Food Science Technology	Please Select...		Please Select...		Please Select...	Business Transfer Pathway
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...		Please Select...	Management
Dual Enrollment Opportunities	Yes	Yes	Yes	Yes	Yes	No	Yes
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer (019090) Central (Norwood-Young America)		(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer (179090) Eastern Carver County		(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer (149090) Bloomington, Richfield, Shakopee		(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer (149090) Bloomington, Richfield, Shakopee
Certification and Industry Recognized Credential							
Recognized Postsecondary Credentials:							
Academic Award	AAS Dietetic Technology, AS Food Science	AAS, Diploma, CERT	AS Computer Science Transfer Pathway, AAS Computer Technology		AAS Business Marketing & Management, AS Business Transfer		AS Business Pathway, AAS Business
Work-based Learning	Clinicals		Internships		Internships	Internships	Internships
Licensure, Certifications, and/or Industry Recognized Credentials	ServSafe Food Handler	Precision Agriculture			Business x4, Hospitality x5		Business x4, Hospitality x5

Southwest Metro	nized POS 4	State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7	
Career Field	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Business_Management_and_Administration	Manufacturing	Manufacturing	STEM	STEM	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Administrative_Support	Manufacturing_Production_Process_Development	Production	Engineering_and_Technology	Engineering_and_Technology	Construction	Design_PreConstruction
High Schools & Approved CTE Programs (Table C)	tern Carver County, Edina, Jordan, New shoep, Waconia, Watertown-Mayer, onka	(171710) Belle Plaine, Bloomington, Eastern Carver County, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, Waconia, Westonka  (171000) Belle Plaine, Bloomington, New Prague, Prior Lake-Savage, Waconia, Westonka  (171502) Bloomington, Richfield (019901) Central (Norwood-Young America)		(171710) Eastern Carver County (Chaska, Chanhassen), Shakopee, Westonka  (171502) Bloomington, Edina  (171000) Bloomington, Prior Lake-Savage, Shakopee, Watertown-Mayer		(171000) Belle Plaine, Bloomington, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro District 288, Waconia, Watertown-Mayer, Westonka  Central (Norwood-Young America)	(019901)
Postsecondary Partner Institutions	Hennepin_Technical_College_003	Normandale_Community_College_041	Hennepin_Technical_College_056	Normandale_Community_College_019	Please Select...	Hennepin_Technical_College_011	Hennepin_Technical_College_015
Postsecondary CTE Program #1	Microsoft Specialist	Vacuum and Thin Film Technology	Welding	Engineering Broad Field	Please Select...	Carpentry	Architectural Technology
Postsecondary CTE Program #2	Office Support		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3	Please Select...		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities	Yes	Yes	Yes	Yes		Yes	Yes
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	tern Carver County, Edina, Orono, Prior Metro Intermediate #288, Waconia, onka	(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka  (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer  (179090) Eastern Carver County (019090) Central (Norwood-Young America)		(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka  (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer  (179090) Eastern Carver County		(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka  (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer  (179090) Eastern Carver County (019090) Central (Norwood-Young America)	
Certification and Industry Recognized Credential							
Recognized Postsecondary Credentials:							
Academic Award		AS, AAS	Associate and Cert	Associate Degree		Associate Degree, CERT	Associate Degree, CERT
Work-based Learning	Internships						
Licensure, Certifications, and/or Industry Recognized Credentials		Vacuum Maintenance Technician, Vacuum Technology, Certified Production Tech through Manufacturing Skills and Standards Council					

Southwest Metro	State-Recognized POS 8		State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Health_Science_Technology	Health_Science_Technology	Human_Services	Human_Services	
Career Cluster	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Health_Science	Health_Science	Education_and_Training	Education_and_Training	
Career Pathway	Visual_Arts	Visual_Arts	Therapeutic_Services	Biotechnology_Research_and_Development	Teaching_Training	Teaching_Training	
High Schools & Approved CTE Programs (Table C)	(140710) Belle Plaine, Bloomington, Central, Jordan, Richfield, Waconia, Westonka (171502) Bloomington, Richfield, SW Metro District 288		(070300) Prior Lake-Savage, Shakopee, SW Metro Intermediate #288		(090101) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer (090201) Prior Lake-Savage		
Postsecondary Partner Institutions	Henepin_Technical_College_077	Please Select...	Normandale_Community_College_073	Normandale_Community_College_008	Normandale_Community_College_071	Please Select...	
Postsecondary CTE Program #1	Graphic Design: Web Design	Please Select...	Nursing Assistant	Health Sciences Broad Field	Elementary Education Foundations Transfer Pathway	Please Select...	
Postsecondary CTE Program #2	Video Production Specialist	Please Select...	Dental Hygiene	Please Select...	Special Education Transfer Pathway	Please Select...	
Postsecondary CTE Program #3	Motion Graphics	Please Select...	Professional Nursing	Please Select...	Exercise Specialist	Please Select...	
Dual Enrollment Opportunities	Yes		Yes	Yes	Yes		
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer (149090) Bloomington, Richfield, Shakopee (179090) Eastern Carver County		(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer		(000750) Belle Plaine, Bloomington, Eastern Carver County, Edina, Orono, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Westonka (009090) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer		
Certification and Industry Recognized Credential							
Recognized Postsecondary Credentials:							
Academic Award	Associate Degree, CERT		AS Nursing, AS Dental Hygiene, Health Science Broadfield Community Health, Clinicals		AS Elementary or Special Ed; BS Education Field Experience/Practicum, Internships, Clinicals		
Work-based Learning							
Licensure, Certifications, and/or Industry Recognized Credentials			Community Health Navigator, Nursing Assistant				

Southwest Metro	ized POS 11	State-Recognized POS 12		State-Recognized POS 13		State-Recognized POS 14	
Career Field							
Career Cluster							
Career Pathway							
High Schools & Approved CTE Programs (Table C)							
Postsecondary Partner Institutions	Please Select...		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1	Please Select...		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2	Please Select...		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3	Please Select...		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities							
Recognized Secondary Credentials:							
Approved Work-based Learning Programs							
Certification and Industry Recognized Credential							
Recognized Postsecondary Credentials:							
Academic Award							
Work-based Learning							
Licensure, Certifications, and/or Industry Recognized Credentials							

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



Southwest Metro	POS 1		POS 2		POS 3	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Business_Management_Administration	Business_Management_Administration
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Information_Technology	Information_Technology	Hospitality_and_Tourism	Hospitality_and_Tourism
Career Pathway	Food_Products_and_Processing_Systems	Power_Structural_and_Technical_Systems	Network_Systems	Web_and_Digital_Communications	Restaurants_and_Food_Beverage_Services	Lodging
High Schools & Approved CTE Programs (Table C)	(019901) Belle Plaine, Central (Norwood-Young America), SWMetro District 288, Watertown		(171512) Edina, Richfield, Shakopee, SWMetro District 288		(140710) Shakopee (090101) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, Watertown-Mayer (090301) SWMetro District 288	
Postsecondary Partner Institutions	Normandale_Community_College_023	South_Central_College_054	Normandale_Community_College_048	Dakota_County_Technical_College_079	Normandale_Community_College_064	Normandale_Community_College_036
Postsecondary CTE Program #1	Food Science	Agribusiness	Computer Science Transfer Pathway	Web Design	Food and Beverage Management	Hotel Operations
Postsecondary CTE Program #2	Please Select...		Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...		Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		Yes		Yes	
Funding Priority	Priority 2		Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)						

Southwest Metro	POS 4		POS 5		POS 6	
Career Field	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Manufacturing	Manufacturing	STEM	STEM
Career Pathway	General_Management	Administrative_Support	Manufacturing_Production_Process_Development	Production	Engineering_and_Technology	Engineering_and_Technology
High Schools & Approved CTE Programs (Table C)	(140710) Belle Plaine, Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Orono, Prior Lake-Savage, Shakopee, Waconia, Watertown-Mayer, Westonka		(171110) Belle Plaine, Bloomington, Eastern Carver County, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, Waconia, Westonka  (171000) Belle Plaine, Bloomington, New Prague, Prior Lake-Savage, Waconia, Westonka  (171502) Bloomington, Richfield		(171710) Eastern Carver County (Chaska, Chanhassen), Shakopee, Westonka  (171502) Bloomington, Edina  (171000) Bloomington, Prior Lake-Savage, Shakopee, Watertown-Mayer	
Postsecondary Partner Institutions	Normandale_Community_College_025	Hennepin_Technical_College_003	Normandale_Community_College_041	Hennepin_Technical_College_056	Normandale_Community_College_019	Please Select...
Postsecondary CTE Program #1	Small Business Management	Microsoft Specialist	Vacuum and Thin Film Technology	Welding	Engineering Broad Field	Please Select...
Postsecondary CTE Program #2	Business Transfer Pathway	Office Support				Please Select...
Postsecondary CTE Program #3	Management	Please Select...				Please Select...
State-Recognized	Yes		Yes		Yes	
Funding Priority	Priority 1		Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)	Merchandising, Marketing Management, Marketing Communications, Professional Sales (140710 Belle Plaine, Bloomington, Central, Prior Lake-Savage, Richfield, Shakopee, Waconia, Westonka, Watertown-Mayer) (040800 Bloomington, Eastern Carver County, Edina, New Prague, Prior Lake-Savage) Accounting, Business Finance; Securities and Investment (140710 Belle Plaine, Bloomington, Central, Edina, Jordan, New Prague, Orono, Richfield, Shakopee, Waconia, Westonka, Watertown-Mayer) (040800 Bloomington, Eastern Carver County)				Transportation, Distribution and Logistics: Transportation Operations (170302 Belle Plaine, Bloomington (Jefferson & Kennedy), Eastern Carver County (Chaska & Chanhassen), New Prague, Jordan, SW Metro District 288, Waconia) (171710 Belle Plaine, Jordan, Richfield, Shakopee,	

Southwest Metro	POS 7		POS 8		POS 9	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Health_Science_Technology	Health_Science_Technology
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Health_Science	Health_Science
Career Pathway	Construction	Design_PreConstruction	Visual_Arts	Visual_Arts	Therapeutic_Services	Biotechnology_Research_and_Development
High Schools & Approved CTE Programs (Table C)	(171000) Belle Plaine, Bloomington, Jordan, New Prague, Prior Lake-Savage, Richfield, Shakopee, SWMetro District 288, Waconia, Watertown-Mayer, Westonka Central (Norwood-Young Ameria) (019901)		(140710) Belle Plaine, Bloomington, Central, Jordan, Richfield, Waconia, Westonka (171502) Bloomington, Riichfield, SWMetro District 288		(070300) Prior Lake-Savage, Shakopee, SW Metro Intermediate #288	
Postsecondary Partner Institutions	Hennepin_Technical_College_011	Hennepin_Technical_College_015	Hennepin_Technical_College_077	Please Select...	Normandale_Community_College_073	Normandale_Community_College_008
Postsecondary CTE Program #1	Carpentry	Architectural Technology	Graphic Design: Web Design	Please Select...	Nursing Assistant	Health Sciences Broad Field
Postsecondary CTE Program #2	Please Select...	Please Select...	Video Production Specialist	Please Select...	Dental Hygiene	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Motion Graphics	Please Select...	Professional Nursing	Please Select...
State-Recognized	Yes		Yes		Yes	
Funding Priority	Priority 3		Priority 3		Priority 1	
Interdisciplinary CTE-Related Courses (optional)						

<b>Southwest Metro</b>	<b>POS 10</b>	
<b>Career Field</b>	Human_Services	Human_Services
<b>Career Cluster</b>	Education_and_Training	Education_and_Training
<b>Career Pathway</b>	Teaching_Training	Teaching_Training
<b>High Schools &amp; Approved CTE Programs (Table C)</b>	(090101) Bloomington, Eastern Carver County, Edina, Jordan, New Prague, Prior Lake- Savage, Richfield, Shakopee, SW Metro Intermediate #288, Waconia, Watertown-Mayer (090201) Prior Lake-Savage	
<b>Postsecondary Partner Institutions</b>	Normandale_Community_College_071	Please Select...
<b>Postsecondary CTE Program #1</b>	Elementary Education Foundations Transfer Pathway	Please Select...
<b>Postsecondary CTE Program #2</b>	Special Education Transfer Pathway	Please Select...
<b>Postsecondary CTE Program #3</b>	Exercise Specialist	Please Select...
<b>State-Recognized</b>	Yes	
<b>Funding Priority</b>	Reserve	
<b>Interdisciplinary CTE-Related Courses (optional)</b>		





## STATEMENT OF ASSURANCES & CERTIFICATIONS

---

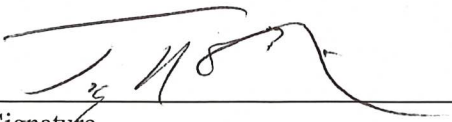
1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Metro

College: <u>Normandale</u>	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Central / ISD 108</u>	
District Number/Type: <u>108</u>	
Superintendent's Name – (Print): <u>Tim Schochenmaier</u>	
	<u>4-17-25</u>
Signature	Date
email: <u>tschochenmaier@isd108.org</u>	
Phone: <u>952-467-7000</u>	

(Duplicate as needed)



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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name:

SW Metro

College:

College President's Name (Print):

Signature

Date

email:

Phone:

District Name:

Waconia Public Schools

District Number/Type:

ISD 110

Superintendent's Name – (Print):

Brian Gersich

Signature

Date

email:

bgersich@isd110.org

Phone:

954 942 0601

(Duplicate as needed)



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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

District Name:	Watertown - Mayer Public Schools
District Number/Type:	01-111
Superintendent's Name - (Print):	Darren Schuler
Signature	Date
email:	darren.schuler@wm.k12.mn.us
Phone:	612-618-4787

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

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

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

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

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

District Name: Eastern Carver County Schools

District Number/Type: ISD 112

Superintendent's Name – (Print): Erin Rathke

Erin B Rathke 4.16.25  
Signature Date

email: Rathke E@district112.org

Phone: 952-556-6110

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Metro Consortium

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

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

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

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

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

District Name: Bloomington Public Schools

District Number/Type: Independent Public Schools #271

Superintendent's Name – (Print): Dr. Eric Melbye

 \_\_\_\_\_  
Signature \_\_\_\_\_ Date 04/14/2025

email: emelbye@isd271.org

Phone: 952-681-6402

*(Duplicate as needed)*

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

District Name:	<u>Edina Public Schools</u>
District Number/Type:	<u>273</u>
Superintendent's Name - (Print):	<u>Stacie Stanley</u>
Signature	<u>Stacie Stanley</u>
Date	<u>3-25-25</u>
email:	<u>Stacie.Stanley@edinaschools.org</u>
Phone:	<u>952-848-4000</u>

(Duplicate as needed)

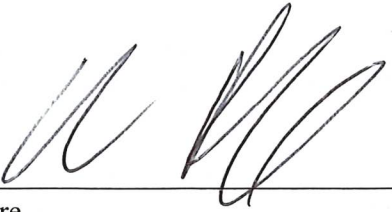


I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

District Name:	Westonka
District Number/Type:	277
Superintendent's Name – (Print):	Kevin Borg
x 	4/23/25
Signature	Date
email:	borgk@westonka.k12.mn.us
Phone:	(952) 491-8001

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Southwest Metro Consortium

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

District Name: <u>Orono Public Schools</u>	
District Number/Type: <u>0278-01</u>	
Superintendent's Name – (Print): <u>Dr. Kristine Flesher</u>	
<u>Kristine Flesher</u> <small>Kristine Flesher (Apr 17, 2025 11:01 CDT)</small>	<u>Apr 17, 2025</u>
Signature	Date
email: <u>kristine.flesher@orono.mn.k12.us</u>	
Phone: <u>952-449-8300</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

District Name: <u>Richfield Public Schools</u>	
District Number/Type: <u>0280/01</u>	
Superintendent's Name – (Print): <u>Steven Unowsky</u>	
Signature <u>Steven Unowsky</u>	Date <u>3-19-25</u>
email: <u>steven.unowsky@rpsmn.org</u>	
Phone: <u>612-798-6011</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

District Name: _____	<i>Sumner N. 288</i>
District Number/Type: _____	<i>288</i>
Superintendent's Name – (Print): _____	<i>JEFF Horton</i>
Signature _____	<i>[Signature]</i>
	<i>8/29/05</i> Date
email: _____	<i>j.horton@sumner.k12.mn.us</i>
Phone: _____	<i>952-567-2100</i>

(Duplicate as needed)



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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

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

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

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

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

District Name: Belle Plaine Public Schools

District Number/Type: 716

Superintendent's Name – (Print): Ryan Langer

Signature  Date 4-15-2029

email: rlanger@belleplaine.k12.mn.us

Phone: 651-248-0750

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

District Name: <u>JORDAN PUBLIC SCHOOLS</u>	
District Number/Type: <u>0717 PUBLIC</u>	
Superintendent's Name – (Print): <u>RANAE CASE EVENSON</u>	
Signature <u>Ranae Case Evenson</u>	Date <u>4/2/25</u>
email: <u>revenson@iscd717.org</u>	
Phone: <u>952-492-4220</u>	


(Duplicate as needed)

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

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

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

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

District Name: <u>Prior Lake-Savage Area Schools</u>	
District Number/Type: <u>ISD 719</u>	
Superintendent's Name – (Print): <u>Dr. Michael Thomas</u>	
Signature  _____	Date <u>3/18/25</u>
email: <u>mthomas@plsas.org</u>	
Phone: <u>952.226.0010</u>	


*(Duplicate as needed)*

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

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

Consortium Name: Southwest Metro

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

District Name: <u>Shakopee Public Schools</u>	
District Number/Type: <u>720</u>	
Superintendent's Name – (Print): <u>Dr. Mike Redmond</u>	
Signature  _____	Date <u>4/9/25</u> _____
email: <u>mredmond@shakopee.k12.mn.us</u>	
Phone: <u>952.496.5000</u>	

*(Duplicate as needed)*



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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

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

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

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

Signature

Date

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

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

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

New Prague Area Schools

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

0721

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

Signature

Date

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

avollmuth@isd721.org

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

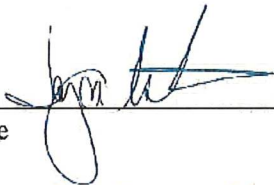
952-758-1703

(Duplicate as needed)

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

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

Consortium Name: Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

College: <u>Normandale Community College</u>	
College President's Name (Print): <u>Joyce C. Ester, Ph.D.</u>	
	<u>3/18/2025</u>
Signature	Date
email: <u><a href="mailto:Joyce.Ester@normandale.edu">Joyce.Ester@normandale.edu</a></u>	
Phone: <u>952-358-8150</u>	

District Name: _____	
District Number/Type: _____	
Superintendent's Name – (Print): _____	
Signature	Date
email: _____	
Phone: _____	

*(Duplicate as needed)*