

Instructions for Editing FY26 Application Documents

Complete the following to ensure all files are updated for FY26 and clearly communicate to reviewers what has changed from last year's application to this year's.

1. **Rename the file titles to indicate "FY26" and delete any references to previous revisions or dates.** The screenshot below shows the final files from the FY25 Local Application copied into the 2 – *Submit Application* folder of FY26 in the Perkins Portal. All the items circled in red reference FY25 versions that need to be revised in the title.

What file name should look like: The last file in the list has been edited to indicate it is for FY26 (green circle).



2. On page one of the *Perkins V Local Application* document, **revise the Award Period to be July 1, 2025 – June 30, 2026 (FY26) and insert the Total Award Budget amount for FY26:**

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Saint Paul
Total Award Budget:	\$1,585,794.20

3. **Insert the FY26 allocation amounts** indicated in your State letter in the table at the top of the *Instructions* tab in the *Combined-Secondary Postsecondary Budget* spreadsheet.

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$771,984.51	\$33,420.44	\$805,404.95
Postsecondary Allocation:	\$746,968.81	\$33,420.44	\$780,389.25
Total Consortium Allocation:	\$1,518,953.32	\$66,840.88	\$1,585,794.20

4. **Remove all formatting showing FY25 revisions.** This will be a new round of review, so the documents should not have any formatting showing last year’s revisions. Where possible, state staff removed formatting from the documents that were copied into the FY26 folder in the Perkins Portal. However, items may have been missed, and PDF files were not able to be formatted.

Here are screenshots showing examples with formatting and then with formatting removed:

- **Highlighting of text**

With formatting:

2. Strategies to address need:
<p>Strategy 1: Formalize articulation agreements between SPPS and SPC.</p> <p>Strategy 2: Targeted program visits to SPC for students. The Admissions Office and Academic CTE Deans will collaboratively work on increasing awareness among students and families accessing CTE programs, especially, for special populations, English Learners, Non-traditional, and underrepresented students.</p>

Formatting removed:

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- **Strikethrough text** should be deleted

With formatting:

3. Measurable Outcomes (report results in next APR):
Our goal is to have every district attend at least one network meeting. The success of these efforts will be determined if relationships are established between secondary and post-secondary program leads. The ultimate goal will be to have secondary, post-secondary, and industry representation on every advisory committee.
We understand that training programs and articulation agreements with Northland for teachers and students in secondary POS take time. <u>Long</u> term goal would be to have one additional program like the AutoCAD training in 2024 by 2026. In the meantime, our goal will be to strengthen <u>the communication</u> between both sectors by networking meetings, robust advisory committees, and campus/program tours.

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- **Font colors representing added or revised text**

With formatting:

Our consortium will continue to look at the high skill, high wage and in demand careers within the Healthcare Pathway and work towards a solution on how secondary can meet and provide access to students at their districts who are wanting to go into this pathway. Two of our high schools offer NSGA Nursing Assistant/Home Health Aide as a concurrent course. This course is a collaboration between the college and the two high schools involved. It is taught at the high school campus with college nursing faculty. Consortium coordinator will work with MDE Health Science Specialist to discuss a possible program approval in this, as well as a plan for ways secondary can meet and provide access for students interested in this pathway.
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