**Carl Perkins Expenditure Information**

**Perkins V requires consortia to expend funds based on the results of a Comprehensive Local Needs Assessment (CLNA)**

**and is designed to prepare students for high-wage, high-demand, and high-skill careers.**

**\*\* Purchases must not supplant the use of general school district funds. If an item or activity has been purchased**

**with school funds before, Perkins funds cannot be used.**

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| --- | --- | --- | --- | --- | --- |
| **School:**  Click here to enter text. | **District #**  Click here to enter text. | | **Licensed Instructor:**  Click here to enter text. | | **File Folder #**  Click here to enter text. |
| **Expenditure Description (Complete one form for each proposed expenditure. Duplicate form as necessary):**  Click here to enter text. | | | | | |
| **How will this expenditure impact your students’ learning experience? Describe in 2-3 sentences.**  Click here to enter text. | | | | | |
| **Perkins expenditures must support courses that lead to careers that prove to be high-wage, high-skilled, and high-demand. List at least one regional occupation this expense would support using this** [**Career Pathways Tool**](https://mn.gov/deed/data/data-tools/career-pathways-tool/)**. (Select SW Minnesota.)** Click here to enter text. | | | | | |
| **State-approved Program:**  Choose an item from drop down. | | [**2-digit State-approved Course Code**](https://docs.google.com/spreadsheets/d/1ktx5JOVYdUAmBwYqIzDKFXGz06WH0a7B/edit?usp=sharing&ouid=103613630705114748292&rtpof=true&sd=true)**: (List at least one code)** Click here to enter text. | | **Cost: (Requests for equipment/curriculum over $1000 require MDE approval.)**  Click here to enter text. | |

**Carl Perkins expenditures must be used in a course aligned with the MN West Perkins Consortium’s approved Programs of Study or for general career planning. Please check the Programs of Study below where the proposed purchase will be used.**

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| --- | --- | --- |
| **Approved Consortium POS** | |  |
|  | Accounting |  | Agribusiness Systems |  | | Production |
|  | Administrative Support |  | Plant Systems |  | | Construction |
|  | Marketing |  | Health Science |  | | Facility and Mobile Equipment Maintenance |
|  | Restaurants and Food Beverage Services |  | Early Childhood Development and Services |  |  | |

**Does the course receiving equipment offer post-secondary credit?  Yes or  No**

**How does this expenditure lead to innovation in this approved CTE course?** (Check all that apply.)

Specialized technology/equipment enables students to learn new skills.

Technology/cloud-based software enhances learning.

New student organizations (BPA, FFA, FCCLA, HOSA, SkillsUSA, First Tech Challenge, etc.) are being developed.

Industry and CTE program tours offer career exploration experiences for Junior and Senior High students.

Professional Development leads to instructional innovation.

Teacher Externships bring career-based classroom curricula to life and build bridges between skill-based and knowledge-based education.

Opportunities allow full participation of underserved groups, including students with disabilities and

English Learners, into CTE courses or transition experiences (NextUp, Culinary Skills Challenge, Major Madness).

Curriculum is needed to start a new CTE course focusing on high-wage, high-skill, and high-demand careers.

Entrepreneurial programs/projects are developed/enhanced (CEO conference, student-run businesses).

Student reading and math scores are impacted by new curriculum or professional development.

**\*If requested during an audit, schools must document that equipment is used only for students in approved programs.**

List each expenditure request on the Expenditure Request Summary spreadsheet.

**For Office Use Only**

**APPROVED**  **DENIED**

Perkins Committee Signatures Date ­­­­­