



FY21-22 Perkins V Application

Prepared by Rochester/Zumbro Education District
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Brandon Macrafic

Submitted on 07/09/2020 3:45 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Opportunity Manager

Yingfah Thao

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced>

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consortium Coordinators. Contact yingfah.thao@minnstate.edu

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium’s formal application for receiving Perkins funding.

Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

FY21-22 Perkins V Application

Total Amount of Award Requested

\$604,375.43

Primary Contact Information

Name

Brandon Macrafc

Email Address

brmacrafc@rochester.k12.mn.us

Address

2130 College View Road East
Rochester, Minnesota 55904

Phone Number

507-328-5780

Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Blooming Prairie Public Schools
Byron Public Schools
Hayfield Community Schools
Kasson-Mantorville Public Schools
Pine Island Public Schools
Rochester Community and Technical College
Rochester Public Schools
Stewartville Public Schools
Triton Public Schools

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Secondary Budget

Required activity #6 - Evaluate Perkins activities - We are budgeting substitute teacher funds to support ongoing CLNA workgroup meetings to evaluate our progress throughout the FY21/22 grant period.

Postsecondary Budget

Required activity #6 - Evaluate Perkins activities - We plan to hire a consultant to lead outreach, data collection, analysis, and activity planning.

Upload your completed CLNA Framework

Perkins-V-CLNA-Reporting-Framework-Non-Accessible-Version-December-8-2019 (1)

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Our CLNA workgroup identified two primary areas of focus for our FY21/22 application: the 5 CLNA Elements AND 3 consortium-identified priorities - Career Pathway Awareness, Updated Career Pathways, and Educator Training. Through our workgroup meetings and our stakeholder survey, we developed a list of potential actions for our FY21/22 application. At our final workgroup meeting, our team reviewed each action and aligned them with the areas of focus. It was determined that any action not aligned with at least one CLNA Element AND one Consortium Priority would be removed from the application.

At the secondary level, we are planning to continue broader development of our Nursing Assistant programs while also developing programs of study in Child Development Associate, Emergency Medical Technician, and Law Enforcement. At the PS level, we intend to offer early college with secondary in Law Enforcement and to further develop the Program of Study with the addition of a Use of Force simulator.

We intend to work as a consortium to create multi-lingual marketing materials for our students and parents who don't speak English. We are partnering with our Student Support Services staff to include career awareness as part of annual IEP discussions for special education students. We will also be working with equity specialists to identify key community leaders from underrepresented populations in order to foster positive relationships within the community and to ensure career pathway awareness.

We will continue to build on and develop our existing programs of study. We are also discussing a possible brokerage within Culinary. This would be our first brokered program of study. Secondary and postsecondary will both add technology to the Auto Service program of study. Additionally PS will also integrate Electude software to align with ASE accreditation standards. ASE task lists are built into the software strengthening students ability to connect tasks with learning outcomes.

Our action plan includes Consortia bi-annual meetings of our secondary advisory committees. We will identify a teacher leader for each committee who is responsible for scheduling meetings, setting the agenda, and taking minutes. Committee membership is determined jointly between the teacher leader and consortium leadership but includes at a minimum secondary teachers, postsecondary faculty, and business and industry representatives. We will also be developing and hosting two program area showcases: Hospitality and Manufacturing. These showcases will be an opportunity for students to interact directly with professionals from business and industry, learn about the many career opportunities within the pathway, and demonstrate their skills and learning from the classroom. Rochester teachers will continue their work with Mark Perna and TFS on Career Tree Development while multiple ZED districts will continue to create and highlight career pathway opportunities. We will create three new program career trees while the existing seven areas work on embedding the career tree protocols into their existing curriculum. ZED districts will be collaborating on efforts to introduce or expand Certified Nursing Assistant and Child Development Associate programs in their schools, while Rochester works on the development of Child Development Associate, Emergency Medical Technician, and Law Enforcement programs. Rochester will be purchasing some specific technology/equipment to support two program areas: Chromebooks for our automotive program and turnout gear for our firefighter program.

In addition to our seven submitted state-recognized programs of study, we also want to include our agriculture program of study which focuses specifically on the Veterinary Technician pathway. At the secondary level we offer Animal Science (019910-03) courses at each of our secondary sites, with postsecondary credit available at Blooming Prairie, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, and CTECH through RCTC, Riverland, and the University of Minnesota. CTECH in Rochester also offers two Veterinary Studies courses (019910-15 and 019910-16). Students in the Veterinary Studies courses at CTECH participate in a Veterinary Technician Precision Exam and prepare for the state Veterinary Assistance exam. All of these secondary programs prepare students for the Veterinary Technician program at RCTC, which culminates in a Veterinary Technician degree.

We are also exploring the addition of another program of study in Environmental Studies based on regional and national workforce needs.

Secondary Budget

Required Activity #1 - Career Exploration and Development - Middle School Summer Career Academy, Hospitality Showcase, Manufacturing Showcase, MCIS

Required Activity #3 - CTE Skills - Technical Skill Assessments, Industry Recognized Credentials

Required Activity #5 - Programs of Study - Chromebooks for Auto, Firefighter Equipment, CDA/EMT Program Curriculum, Misc. Equipment/Supplies

Required Activity #6 - Evaluation of Activities - Advisory Committee Meeting stipends, Industry-led Program Equipment Audit

Postsecondary Budget:

Required Activity #1 - Career Exploration and Development - Middle School Summer Career Academy, Career Videos

Required Activity #3 - CTE Skills - Facility and Services Technology DACUM, Automotive Service Technician DACUM

Required Activity #5 - Programs of Study - Chromebooks for Auto, Electude software for Auto, Use of Force Simulator for Law Enforcement

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

We plan to work closely with Workforce Development Inc. and Chambers of Commerce on several career exploration and development activities included in this application. We provide student transportation to the Rochester Area Chamber of Commerce's STEAM Summit. We plan to partner with the Southeast Service Cooperative on our Hospitality and Manufacturing Showcases. When creating our Career Trees, we gather local and regional workforce data when determining which careers to highlight. At all times, when considering new programs of study, we reference the most up-to-date information on high-skill, high-wage, high-demand careers. At the secondary level, our licensed school counselors guide students on course selection based upon results of face-to-face conversations as well as career interest inventories such as MCIS.

Our consortium leadership participates in a number of local workforce development agencies, including but not limited to Cradle2Career, CTEam, DEED, CEDA, Vocational Rehab, Diversity Council and Workforce Inc.

Secondary Budget

Required Activity #1 - Career Exploration and Development - Career Tree development and integration, student transportation to STEAM Summit

Required Activity #4 - Integrated Academic Skills - Career Tree development and integration

Postsecondary Budget

Required Activity #1 - Career Exploration and Development - Career information on regional employment opportunities marketed to students and parents in collaboration with SE Consortium

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

At the secondary level, we are planning to develop programs in Child Development Associate, Emergency Medical Technician, and Law Enforcement. Each of these programs includes rigorous academic and technical standards and each program would be the result of a community partnership. At CTECH in Rochester students will have the opportunity to embed a half credit of English Language Arts credit into their CTE Course by completing an individualized plan of professional reading, speaking, and writing. We continue to look for opportunities to embed industry-recognized credentials and certifications in our career programs.

Secondary Budget

Required Activity #5 - Programs of Study - Program development collaboration with business and industry

Postsecondary Budget - none

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

It became clear in the CLNA that we need to do more work in this area and that there are other internal departments and external entities that have the same equity and access goals. The CLNA overwhelmingly indicated a great need for the CTE Outreach Specialist position. The purpose will be to unite the entities and further drive common goals to create complimenting layers of equity, access, and inclusion from RPS to RCTC, the City of Rochester, the Diversity Council, and Minnesota State Equity 2030. (Refer to the attached position description for more information.)

The PS Coordinator will serve on the Equity by Design workgroup with training by the Office of Equity and Inclusion. Campuses will identify and address academic equity gaps. The process will 1) identify student populations that are impacted by the completion gap; 2) utilize an equity lens approach to impact completion gaps throughout Minnesota State; and 3) provide recommendations for equity-minded approaches for curriculum and pedagogy.

RCTC has an established relationship with Hawthorne Adult Basic Education, Mayo Clinic, and other community partners in the Bridges to Healthcare program. This innovative model has been recognized by Harvard. Hawthorne and RCTC have articulation agreements in medical terminology, administrative assistant, and developmental courses for college readiness. Riverland Community College has written a grant in hopes to replicate the model of which RCTC has requested additional funding to expand their Credit for Prior Learning program. A RCTC Administrative Office Professional faculty member will be on sabbatical in FY21 to research the implementation of badges for credit for prior learning that will serve both RCTC students as well as those at Hawthorne preparing for RCTC. Other professional licenses, certifications, and apprenticeships will be added to the RCTC CPL procedures.

RCTC has an arrangement with Rochester Public Transit that will allow RCTC to ride free with a valid RCTC Student ID any time on any route reducing the transportation barrier some students face. In addition, RCTC offers a variety of support services for our students to include tutoring, TRIO, a food pantry, and various CTE and Workforce scholarships through the RCTC Foundation.

They have partnered and will continue to partner with our Student Support Services staff, our Alternative Learning Centers, and our adult learning programs to provide equal access to our secondary career pathway programs. We plan to partner more closely with our equity specialists to ensure that we are cognizant of existing barriers to CTE participation for different student populations. Additionally, we will be intentional about career awareness and planning within our EL, ALC, and Special Education populations by partnering with key community leaders and case managers. We also want to be more intentional when it comes to communication and marketing to current and potential CTE parents.

Specifically, we will be working with the RPS Coordinator of Equity to identify the key community leaders with whom we can partner on outreach to our historically underrepresented student populations. Our hope is to spend the first part of the 20-21 school year researching our gaps with our strategic partners with the goal of moving to action by mid-year. This action would include non-traditional student recruitment as determined in our research and conversations with community leaders. This work will be paired with the marketing work we are engaging in with the Southeast Consortium and a company by the name of Orangeball, who will be helping us develop and deliver key CTE information to students, parents, and community partners.

Our action plan for Element #5 of the CLNA Framework includes increasing our communications and marketing reach into underrepresented populations by providing information in languages other than English. We will partner with local translators to ensure our information is accessible. We also have identified a need for greater information and awareness at the middle school level. We plan to partner with middle-level administrators and counselors to provide information and access to career awareness and exploration activities, such as our Middle School Summer Career Academy.

Secondary Budget

Required Activity #1 - Career Exploration and Development - Student transportation to/from career awareness and exploration activities, career awareness materials provided in languages other than English.

Required Activity #5 - Programs of Study - Hospitality and Trade/Industry pathway development for the ZED Alternative Learning Center and Special Education programs.

Postsecondary Budget

Required Activity #1 - Career Exploration and Development - Student transportation to/from career awareness and exploration activities, career awareness materials provided in languages other than English.

Required Activity #4 - Increasing Student Achievement - Recruit, support, and accommodation for special populations and non-traditional students



Required Activity #6 - CTE Outreach Specialist position, Equity and Inclusion Activities

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Rochester - Students at CTECH will have the opportunity to embed a half credit of English Language Arts credit into their CTEC course. This individualized plan will include work-based learning in the form of a job shadow, mentorship, or internship. We are also partnering with Southeast Service Cooperative on the Future Forward portal, allowing teachers, students, and professionals from business and industry to connect and formulate work-based learning opportunities.

ZED - With certified CTE Work-based Learning teachers in all of our ZED districts including our ALC we are working with SSC Career Navigators and the Future Forward portal to engage students in career experiences throughout their communities and region. We are also working to be more inclusive with our Special Education students, teachers and administrators. Our consortia wide WBL Advisory committee and the Regional WBL program meetings will assist teachers and business and industry partners in sharing new opportunities within their districts, businesses and communities.

Postsecondary - Postsecondary will continue clinicals in healthcare related programming; internships in welding, facility and services technology, business, vet tech, early childhood, administrative office professional, and Human Services; the annual carpentry house build; and private pilot in aviation. The SE Services Cooperative Future Forward WBL portal will be initially piloted on two program areas due to cost.

Consortium collaboration with Southeast Service Cooperative - at both the secondary and post-secondary levels of our consortium we are active partners with Southeast Service Cooperative as it relates to CTE and work-based learning. Specifically we are engaged in the implementation of the Future Forward portal, the newly developed career navigators, and the Rural CTE grant.

Secondary Budget - none (our secondary sites are included in the CTE Rural Grant which covers the cost of the Future Forward portal and Career Navigators)

Postsecondary Budget - Future Forward (SE Service Cooperative WBL portal)

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

We work very closely as a consortium on early college opportunities. We have developed many local articulations and continue to look for additional articulation opportunities. When possible, we provide concurrent enrollment courses within our CTE programs. Both Rochester and ZED Alternative Learning Center's partner with RCTC to provide students the Early/Middle College Program and earn college credit towards a high school diploma and an Associate's degree. We also partner with RCTC to offer FYEX (first year experience) in our comprehensive schools.

Secondary Budget

Required Activity #3 - CTE Skills - CTE Credit MN portal

Postsecondary Budget

Required Activity #3 - CTE Skills - CTE Credit MN portal, Creating and Maintaining Articulations and other early college opportunities

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Our application for FY21/22 includes a shift in how we intend to address professional development for both our secondary and postsecondary instructors. We will be creating and administering a survey to all of our instructors asking them to identify equipment, skills, or learning on which they would like professional development. As consortium leaders, we will then seek out business and industry partners with the interest and capacity to develop and deliver that professional development. Additionally we are partnering with the Southeast consortium and the state to participate in the i3 Teacher Recruitment and Retention Study. Our leadership team is planning to attend the ACTE Best Practices and Innovations Conference in part to seek out proven strategies for recruitment, retention, and training of CTE professionals.

Secondary Budget

Required Activity #2 - Industry-led instructor training, ACTE Best Practices and Innovations conference, in-state travel for professional development

Required Activity #5 - Program development travel and training

Postsecondary Budget

Required Activity #2 - Industry-led faculty training, ACTE Best Practices and Innovations conference, travel for professional development, Mark Perna's Light at the End of the Tunnel presentation and faculty stipends, MACTA/ACTE Leadership dues and participation, and annual Perkins State Conference and CTE Works! participation.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

In Rochester (CTECH) we are attempting to address reading/language arts academic proficiency gaps by embedding a half credit of English Language Arts credit into our CTE courses. We are also encouraging CTE teachers, as part of the Career Tree curriculum, to be intentional about their focus on core academic skills and how they interact with technical skills. Lastly, we had all CTE teachers participate in a Prioritized Skills process where they identified the most important skills/knowledge within 3 categories: Core Academic Skills, Professional Skills, and Job-specific Skills. If no meaningful progress has been achieved prior to the third program year we would involve our CTE instructors in a more targeted professional development process related to embedded math and reading standards in their curriculum.

The ZED districts all have progressed to stronger Career Pathways with all of their CTE programs and this creates an awareness of new skills and knowledge that is essential for their students to be prepared. With designated pathways, there is often certification to evaluate that meaningful progress has been achieved.

Although there is not a PS budget assigned specifically to performance gaps, we are intentional about gathering in-depth data and extended outreach opportunities with the inclusion of a CLNA consultant as well as a CTE Outreach Specialist written in Narratives 1 and 5. Indirectly, we will also address performance gaps in Narrative 8 with the national speaker (Mark Perna) for PS faculty to help their students see The Light at the End of the Tunnel. The PS Coordinator will serve on the Equity by Design workgroup with training by the Office of Equity and Inclusion. Campuses will identify and address academic equity gaps. The process will 1) identify student populations that are impacted by the completion gap; 2) utilize an equity lens approach to impact completion gaps throughout Minnesota State; and 3) provide recommendations for equity-minded approaches for curriculum and pedagogy.

Year one will be laying the foundation with additional data collection and taking a deeper dive, forming external partnerships, aligning common goals, and determining feasible strategies to implement spring semester of year one and/or beginning of year two. Year two will continue to review, build, and form new strategies. At the end of the second year data will be analyzed. If no meaningful progress has been achieved at this point, we will need to further refine our process, add stakeholders, and/or seek additional support.

As a consortium we intend to work directly with our CLNA workgroup to dig deeper into our performance indicators to identify our priority gaps. This data dig would occur during the majority of the 2020-2021 school year with an eye on gap-specific instructor training in Spring/Summer 2021. It is our intent to combine this training with some of our industry-led instructor training and, as much as possible, include math and language arts instructors as part of the learning team. These trainings will likely be outside of the instructional day and will be supported with professional development stipends.

One example of how our consortium is addressing the performance gap found in the RCTC Welding and Facilities and Service Technology programs, was that students who were not sufficiently prepared in math had to add a math course to their program schedule which added up to 3 credits to their already hefty load (e.g. Welding courses alone are 16 credits per semester. Adding another 3 credits is a challenge for some students). Triton HS started offering the math course concurrent enrollment this year. It will be interesting to see how many Triton students attend RCTC and how it affects their credit load, success, and completion.

Secondary Budget - \$2000 (Spring/Summer stipends for Performance Gap training)

Postsecondary Budget - none (the CLNA Consultant- narrative 1, the CTE Outreach Specialist - narrative 5, and the PS Coordinator serving on the Equity by Design Workgroup - narrative 5 overlap with narrative 9)

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 10: Consortium Governance

Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

- Minimum of 1 school district and 1 postsecondary Minnesota State College
- Minimum of 6 programs of study
 - o Of these 6 programs of study, a minimum of 4 career fields must be represented
 - o All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Our consortium leadership team consists of co-secondary coordinators and a postsecondary coordinator. We meet at a minimum monthly to manage the Perkins Grant. We have our CLNA Workgroup, which now will double as our consortium level advisory committee, providing feedback and guidance to the leadership team on consortium performance and needs. This group will meet twice annually during FY21. Both secondary and postsecondary have program level advisory committees which consist of instructors from both levels, workforce development, business and industry, RCTC instructor and student, and, where available, parents and students. Advisory committees meet once in the Fall and once in the Spring.

For instance, at the PS level, the advisory committees are an integral piece to informing the college what is needed for curriculum, software, equipment, instructor training, etc. For example of how equipment needs are determined. College faculty and advisory committee members tour the shops/lab spaces. Three years ago they created a 5 year equipment plan which is reviewed annually. The equipment plans are then used by college administration to determine priority based on the strength of advisory committee voice. Administration then seeks the best funding source - Leveraged Equipment, Donation Requests, Perkins, and/or other grants. Decisions on all accounts are driven by industry.

Secondary advisory committees each have a stipend funded facilitator who works directly with a secondary coordinator on developing meeting agendas and recording minutes. Feedback from advisory committee meetings guides discussion and decision-making at the leadership and CLNA levels. Each ZED district also identifies a CTE Facilitator. The facilitators meet regularly with the Perkins coordinator and then communicates with CTE district staff, counselors, and administrators. They assist current and new CTE teachers in their district to understand the Program Approval process and curriculum development. They are a CTE communication link to all CTE partners both at the district level and in business and industry.

We currently have 8 secondary school districts and 1 postsecondary Minnesota State College. We meet the minimum of 6 programs of study across at least 4 career fields and we have greater than 1000 CTE participants at the secondary level.

Our action plan for element #2 of the CLNA Framework includes activities that our CLNA workgroup believes will increase the size, scope, and quality of our programs of study, including industry-led instructor training, an industry-led audit of current program equipment, continued introduction of industry-recognized credentials into our programs and securing industry-standard equipment and supplies with which our students can learn and practice.

Secondary Budget

Required Activity #1 - Career Exploration and Development - Consortium Leadership

Required Activity #2 - Professional Development - Consortium Leadership

Required Activity #5 - Programs of Study - Advisory Committee Leadership Stipends

Required Activity #6 - Evaluating Activities - ZED District Facilitator Stipends

Postsecondary Budget

Required Activity #1 - Career Exploration and Development - Consortium Leadership

Required Activity #2 - Professional Development - Consortium Leadership

Required Activity #3 - Skills - Consortium Leadership

Required Activity #4 - Integration of Academic Skills - Consortium Leadership

Required Activity #5 - Programs of Study - Consortium Leadership

Required Activity #6 - Evaluating Activities - Consortium Leadership

Consortium Leadership/Governance is responsible for ensuring the health and strength of the consortium. We receive a portion of the grant funds to lead efforts and maintain the budget for all required activities.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--

(1) in—

(A) rural areas;

(B) areas with high percentages of CTE concentrators or CTE participants;

(C) areas with high numbers of CTE concentrators or CTE participants; and

(D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

Secondary Reserve Funds

The entirety of our allocated reserve funds will be included in our subgrant to ZED to support CTE and innovation in our rural communities. In several of the CLNA meetings, business and industry as well as the Advisory Committees requested the consortium to review classes being offered. They want courses related to current industry trends and workforce needs through a structured pathway of two or more courses. The CLNA three focus areas identified were Career Pathways Awareness, Updated Career Pathways, and Educator Training. (Refer to p. 6 CLNA Framework Reporting Framework.)

ZED will utilize these funds to support the following activities:

Leadership attendance at ACTE Best Practices and Innovation conference (\$2100) - **Educator Training**

Hospitality and program development at ZED ALC (\$1500) - **Updated Career Pathways**

Industry-recognized credentials (\$2000) - **Updated Career Pathways**

Consortium leadership (\$23419.53) - this includes district facilitators, advisory committees, and consortium coordinator (**Career Pathways Awareness, Updated Career Pathways, and Educator Training**)

Budget:

Required Activity #1 - Career Exploration and Development

Required Activity #2 - Professional Development

Required Activity #3 - CTE Skills

Required Activity #5 - Programs of Study

Required Activity #6 - Evaluating Activities

Postsecondary Reserve Funds

The entirety of the postsecondary allocated reserve funds will be used along with a part of the basic funds to promote the development of the law enforcement program of study with the purchase of a Use of Force Simulator in FY21. After reviewing all program needs, this was one of the big items in need of funding. The PS Coordinator was contacted by Mower County Sheriff Sanvick and Olmsted County Sheriff Torgerson indicating their very strong support for this equipment. They not only think it will help better train our students on the acceptable forms of Use of Force, but they also would like to use it for their officers to train as well. Law Enforcement has consistently been a full program. Not only is it innovation, but it also promotes the continued development of this pathway. In light of recent developments surrounding unacceptable use of police force, it is our responsibility to support a simulator that will teach students acceptable uses of force as well as unacceptable uses.

FY22 use of funds will be determined by the FY21 CLNA results.

Required Activity #5 - Programs of Study

Budget: \$29,019.53

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (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(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	3000
Postsecondary Subtotal	3000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	4099.02
Secondary Subtotal	4099.02
TOTAL	7099.02

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Brandon Macrafc	Principal on Special Assignment for Career and College Readiness	Secondary	380808	25	45593
Lori Jensen	Associate Dean of Career and Technical Education	Postsecondary		75	85000
Kay Frick	Secondary Perkins Coordinator	Secondary	251906	100	45000
Jennifer Flemming	Blooming Prairie Facilitator	Secondary	414565		500
Alison Newman	Byron Facilitator	Secondary	421341		500
Dorien Grav	Hayfield Facilitator	Secondary	326771		500
Aaron Davis	Kasson-Mantorville Facilitator	Secondary	408965		500
Tyler Baker	Pine Island Facilitator	Secondary	464237		500
Kathleen Young	Stewartville Facilitator	Secondary	449720		500
Cassidy Breer	Triton Facilitator	Secondary	507686		500
Undetermined	CTE Outreach Specialist	Postsecondary		100	70000

Attach all Position descriptions as .PDF documents prior to submitting this application

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Position Description

Principal on Special Assignment

Position Description

LoriJensenPD

Position Description

ZED Consortium Coordinator Job Tasks

Position Description

ZED Facilitators Job Description 20-21

Position Description

CTE Outreach Specialist Job Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Production

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Rochester Public Schools - Career and Technical Education Center at Heintz - 019901

Blooming Prairie Public Schools-019901

Hayfield Public Schools-019901

Kasson-Mantorville-172306

Pine Island Public Schools-170321

Stewartville Public Schools-019901

Triton Public Schools-172306

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Rochester Community and Technical College, Welding Technology Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	PLTW End of Course Exam	Precision Exams	
Work-based Learning	Business Internships	Welding and manufacturing business at CTECH	Welding Internships
Licensure			
Certification	OSHA 10		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Welding Technology Certificate		
Work-based Learning	WELD 1006 Internship		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

NOCTI Weld 4272

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

CTECH and RCTC have a tuition agreement in Welding, including an alignment of curriculum and skills.

OSHA 10 hour certification framework

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory committees include business and industry as well as postsecondary faculty

Significant involvement in POS by business and industry partners

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Postsecondary credits available via articulation and tuition agreements

Advisory committees are present and active

Planning our first regional manufacturing showcase

Annual participation in MN Manufacturing Week with industry tours

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The Welding Technology Certificate is a 17 credit certificate approved by Minnesota State and is therefore recognized by HLC

The program covers a variety of welding techniques: SMAW, Oxy-Fuel, GMAW, GTAW and an internship experience.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Consortium Equipment List (updated Spring 2020)

Beginning to engage in industry-led equipment audits to identify strengths and needs

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The postsecondary Welding Technology program includes a 2 credit internship. This course is designed to provide the student with a purposeful occupational experience in the welding and fabrication field. Each internship experience is individualized. A training plan is created for each student in conjunction with the training site to provide experience related to the skills and knowledge acquired in the program. One credit of Internship is equal to 80 total hours of on-the-job training (2 weeks).

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Regional workforce data support manufacturing as an area of need

CLNA indicates a need to ensure industry-grade equipment and supplies

The CLNA determined a need for equity and access and career awareness.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Programming and Software Development ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Rochester Public Schools - Career and Technical Education Center at Heintz - 171500, 171512

Rochester Public Schools - Century High School - 171500, 171512

Rochester Public Schools - John Marshall High School - 171500, 171512

Rochester Public Schools - Mayo High School - 171500, 171512

Hayfield Public Schools-140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Rochester Community and Technical College Computer Science Transfer Pathway AS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	AP Computer Science A Exam		
Work-based Learning	Community computer refurbishment		
Licensure			
Certification	CompTIA+		

Industry-Recognized Credential				
---------------------------------------	--	--	--	--

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AS		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Alignment with postsecondary competencies.
- Use of CompTIA+ frameworks
- Advanced Placement standards

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Significant involvement in this POS from industry

Rochester Public Schools has a concurrent enrollment relationship with RCTC for two courses: COMP 1741 Java Script and COMP 1751 Mobile App Development

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Existence of concurrent enrollment course options.

Multiple career exploration events, included several targeted to underrepresented students.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The Computer Science Transfer Pathway AS is approved by Minnesota State and therefore recognized by HLC.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Software and hardware reflect current workplace and industry standards

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Students engage with community groups to wipe and rebuild donated computers for students without access.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are

effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

With IBM as a major community employer, the need for entry-level CIS employees continues to exist.

The CLNA determined a need for equity and access and career awareness.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

Career Pathways: Select the career pathway from the drop down menu.

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Rochester Public Schools - Career and Technical Education Center at Heintz - 070300

Hayfield-070300

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Rochester Community and Technical College

Dental Assistant Diploma and AAS, Dental Hygiene AAS, Emergency Medical Technology Certificate, Nursing (AD) AS, Practical Nursing Diploma, Surgical Technology AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Clinical Experience	Nursing Home Experience	
Licensure	MN Department of Health Nursing Assistant/Home Health Aide		

Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Nursing AS	Surgical Technology AAS	Dental Hygiene AAS
Work-based Learning	Clinical Experience	Clinical Experience	Clinical Experience
Licensure	National Council Licensure Examination (NCLEX-RN)		National Board Dental Hygiene Exam
Certification		National Board of Surgical Technology and Surgical Assisting (NBSTSA)	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

MN Department of Health Nursing Assistant/Home Health Aide

Practical Nursing Diploma, National Council Licensure Exam (NCLEX-PN)

Dental Assisting AAS and Dental Assisting Diploma: Minnesota Dental Assistant State licensure exam, Minnesota Jurisprudence exam and the national certification exam for dental assistants

Dental Hygiene AAS: Central Regional Dental Testing and Minnesota Dentistry Laws and Rules

Minnesota - EMT Certification Exam

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

MN Department of Health standards

RCTC also maintains the following accreditations:

- Accreditation Commission for Education in Nursing, Inc
- Accredited Review Council on Education in Surgical Technologists and Surgical Assistants (ARC/STSA)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Dental Accreditation (CODA)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Mayo Clinic as primary partner

Collaboration between RPS, Byron, and Pine Island

Postsecondary hosts two advisory committee meetings annually per program with diverse representation.

The CTE Outreach Specialist position was identified in CLNA as a need to work with diverse community stakeholders to increase equity and access opportunities to better service the health profession needs in Rochester.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Active Advisory Committee

HOSA chapters

Articulated Nursing Assistant courses

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

All RCTC Healthcare related programs have been approved by Minnesota State and therefore are recognized by HLC.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Majority of equipment/supplies donated directly by the Mayo Clinic

Postsecondary advisory committees provide input on a 5 year equipment plan that has guided the donations and purchases of equipment and technology is discussed at virtually every meeting.

Safety is integrated into all programs.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Nursing Assistant Clinicals

Guest Educators from Mayo Clinic

Clinicals are built into Dental Assisting, Dental Hygiene, Surgical Technology and Nursing related programs.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Medical Careers, specifically CNA and LPN, are amongst the highest employment needs in our region

The CLNA determined a need for equity and access and career awareness.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

Human Services ▼

Career Cluster: Select the career cluster from the drop down menu.

Human Services ▼

Career Pathways: Select the career pathway from the drop down menu.

Early Childhood Development and Services ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Rochester Public Schools - Career and Technical Education Center at Heintz - 090101
Rochester Public Schools - Century High School - 090101
Rochester Public Schools - John Marshall High School - 090101
Rochester Public Schools - Mayo High School - 090101

Blooming Prairie Public Schools-090101

Byron Public Schools-090101

Hayfield Public Schools-090101

Kasson-Mantorville-090101

Pine Island Public Schools-090101

Stewartville Public Schools-090101

Triton Public Schools-090101

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Rochester Community and Technical College: Child Development Certificate; Child, Youth, and Family Studies AS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Child Development	Precision Exams	
Work-based Learning	Clinical Experience	Child Care Employment	Classroom Assistant
Licensure			
Certification			
Industry-Recognized Credential	Child Development Associate		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Child Development Certificate	Child, Youth, and Family Studies AS	
Work-based Learning		Practicum I	
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

NOCTI - Early Childhood Education and Care-Basic 4016

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and

success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Nationally-transferrable Child Development Associate standards and credential

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Unique partnership with New Horizon Academy, providing clinical experience as well as part-time employment and scholarship opportunities

Articulations are in process.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active FCS advisory committee included early childhood representatives

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Child, Youth, and Family Services is a Minnesota State approved program and recognized by HLC.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

All materials and equipment will be directly in or from industry

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Clinical experiences in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Early childhood education/childcare continues to be a regional need.

This program provides a nationally-transferable certification and direct link to the workforce.

The CLNA determined a need for equity and access and career awareness.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration

Career Pathways: Select the career pathway from the drop down menu.

Accounting

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Rochester Public Schools - Century High School - 140710
Rochester Public Schools - John Marshall High School - 140710
Rochester Public Schools - Mayo High School - 140710

Blooming Prairie Public Schools-140710

Byron Public Schools-140710

Hayfield Public Schools-140710

Kasson-Mantorville-140710

Pine Island Public Schools-140710

Stewartville Public Schools-140710

Triton Public Schools-140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Rochester Community and Technical College, Accounting Clerk Diploma, Accounting Transfer Pathway AS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam Accounting II		
Work-based Learning	INCubator business development and mentorships	Byron HS Food Truck participation	Business Internships
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Accounting Clerk Diploma	Accounting Transfer Pathway AS	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Alignment with National Business Education Association standards

The Accounting Transfer Pathway AS is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). This degree will transfer to any of the Minnesota State Accounting programs.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Collaboration with industry including Finance Camp, INCubatoredu mentors/coaches

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Articulated college credit

Active advisory committees with significant industry participation

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Both the Accounting Clerk Diploma and Accounting Transfer Pathway AS are Minnesota State approved programs and recognized by HLC.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Industry standard software and hardware

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

INCubatoedu program includes authentic experience

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

PS faculty and secondary teachers worked together to identify our current reality and where we want the POS to go
The CLNA determined a need for equity and access and career awareness.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Facility and Mobile Equipment Maintenance

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Rochester Public Schools - John Marshall High School - 170303
 Rochester Public Schools - Mayo High School - 170303
 Rochester Public Schools - Century High School - 170303

Byron Public Schools-170303

Kasson-Mantorville-170303

Stewartville Public Schools-170303

Triton Public Schools-170303

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Rochester Community and Technical College, Automotive Technician Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	On the job training		

Licensure			
Certification	Ford Auto Technician Training Program	OSHA10-Automotive	
Industry-Recognized Credential	ASE Entry Level		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Automotive Technology Diploma		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	ASE Entry-Level Exams - see below		

Other Assessments (only if not previously listed):

The Automotive Technician program includes ASE Entry-Level testing in the curriculum - Automatic Transmission/Transaxle, Brakes, Electrical/Electronic Systems, Engine Repair, Engine Performance, Heating and Air Conditioning, Manual Drive Train and Axles, and Suspension and Steering.

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Strong collaboration between secondary and postsecondary to ensure alignment

The Automotive Technology program is accredited by the ASE Education Foundation (formerly known as NATEF)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory committees that cross educational levels

Partnership with Rochester Ford

Postsecondary uses Subaru U software

Luther Auto donated a newer vehicle

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory committee

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The Automotive Technician program is an approved program at Minnesota State and recognized by HLC.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

List of industry standard equipment upgrades (equipment list)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes

No

List of Evidence (if not present, enter "N/A")

Postsecondary provides a live shop experience

Most second and a good number of PS students currently work part-time in a local auto shop

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

The CLNA supported improving POS equipment to meet industry standard

The CLNA determined a need for equity and access and career awareness.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Construction

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Rochester Public Schools - Career and Technical Education Center at Heintz - 171000

Rochester Public Schools - Century High School - 171000

Rochester Public Schools - John Marshall High School - 171000

Rochester Public Schools - Mayo High School - 171000

Blooming Prairie-019901

Byron Public Schools-171000

Hayfield-019901

Kasson-Mantorville-171000

Stewartville Public Schools-171000

Triton Public Schools-171000

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Rochester Community and Technical College, Carpentry Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Build a house	Build storage sheds	On the job training
Licensure			
Certification	OSHA 10 Construction		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Carpentry Diploma		
Work-based Learning	Build a house		
Licensure			
Certification	OSHA 10 Construction		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

NOCTI

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
 No

List of Evidence (if not present, enter "N/A")

Postsecondary builds a house

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Partnerships with Rochester Area Builders, Construction Partnership Inc., and Construct Tomorrow
Shared learning space between CTECH and RCTC

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory committee
Construct Tomorrow event

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The Carpentry diploma is an approved program at the State level and therefore recognized by HLC

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Shared learning space between CTECH and RCTC

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Secondary students working on job sites construction sheds, homes, and other structures

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The CLNA determined a need for equity and access and career awareness.

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

Statements of Assurances (Attached as one large PDF file):

FY21 Statements of Assurances

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet (5)

Consortium Consolidated Equipment Inventory

Consortium Equipment List (1)

Additional Material

RCTC letter simulator Mower Co Sheriff

Additional Material

Rochester-ZED Application Checklist FY21-22

Additional Material:

Roches-ZED POS

Additional Material:

PTech POS

Additional Material:

RCTC Milo Letter Lori Jensen

Additional Material:

Jeralyn's Response Regarding Use of Force Simulation July 2020

Additional Material

Additional Material:

Additional Material:

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Budget

Proposed Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Postsecondary Personnel	\$10,000.00	\$10,000.00
Secondary Personnel (Salary and Benefits)	\$2,290.26	\$2,290.26
Subtotal	\$13,290.26	\$13,290.26
B) Narrative 2: Programs of Study		
Postsecondary Equipment	\$109,611.00	\$109,611.00
Postsecondary Non-Personnel	\$57,500.00	\$57,500.00
Secondary Equipment	\$21,209.88	\$21,209.88
Secondary Non-Personnel	\$29,950.00	\$29,950.00
Secondary Personnel (Salary and Benefits)	\$17,625.00	\$17,625.00
Subtotal	\$235,895.88	\$235,895.88
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Postsecondary Non-Personnel	\$2,500.00	\$2,500.00
Secondary Equipment	\$3,600.00	\$3,600.00
Secondary Non-Personnel	\$2,400.00	\$2,400.00
Secondary Personnel (Salary and Benefits)	\$2,300.00	\$2,300.00
Subtotal	\$10,800.00	\$10,800.00
D) Narrative 4: Integrated Academic and Technical Skills		
Secondary Personnel (Salary and Benefits)	\$1,200.00	\$1,200.00
Subtotal	\$1,200.00	\$1,200.00
E) Narrative 5: Special Populations		
Postsecondary Non-Personnel	\$7,600.00	\$7,600.00
Postsecondary Personnel (Salary and Benefits)	\$70,000.00	\$70,000.00
Secondary Non-Personnel	\$8,500.00	\$8,500.00
Subtotal	\$86,100.00	\$86,100.00
F) Narrative 6: Work-based Learning		
Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Subtotal	\$1,000.00	\$1,000.00
G) Narrative 7: Early College		

	Grant Funded	Total Budgeted
Postsecondary Non-Personnel	\$1,900.00	\$1,900.00
Secondary Non-Personnel	\$1,100.00	\$1,100.00
Subtotal	\$3,000.00	\$3,000.00
H) Narrative 8: Support to Professionals		
Postsecondary Non-Personnel	\$19,526.44	\$19,526.44
Secondary Non-Personnel	\$4,550.00	\$4,550.00
Secondary Personnel (Salary and Benefits)	\$11,150.00	\$11,150.00
Subtotal	\$35,226.44	\$35,226.44
I) Narrative 9: Performance Gaps		
Secondary Personnel (Salary and Benefits)	\$2,000.00	\$2,000.00
Subtotal	\$2,000.00	\$2,000.00
J) Narrative 10: Consortium Governance		
Postsecondary Personnel (Salary and Benefits)	\$85,000.00	\$85,000.00
Secondary Personnel (Salary and Benefits)	\$72,823.79	\$72,823.79
Subtotal	\$157,823.79	\$157,823.79
K) Narrative 11: Reserve Funds		
Postsecondary Non-Personnel	\$29,019.53	\$29,019.53
Secondary Non-Personnel	\$5,600.00	\$5,600.00
Secondary Personnel (Salary and Benefits)	\$23,419.53	\$23,419.53
Subtotal	\$58,039.06	\$58,039.06
Total Proposed Cost	\$604,375.43	\$604,375.43

Proposed Budget Narrative

A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Substitute salary and benefits to support CLNA workgroup meetings

Postsecondary Personnel

CLNA Consultant (Professional Contract)

Postsecondary Non-Personnel

CLNA Activites

B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Advisory Committee Stipends MS Summer Career Academy Stipends Hospitality Showcase Subs
Manufacturing Showcase Subs

Secondary Non-Personnel

Technical Skill Assessments Industry Recognized Credentials CDA Curriculum EMT Curriculum Showcase
Transportation Industry-led Equipment Audit

Secondary Equipment

Chromebooks for Auto Industry-standard equipment

Postsecondary Non-Personnel

Facility and Services Technology and Auto Service program DACUMs CTE Signing Event Career Videos Middle
School Career Academy Transportation

Postsecondary Equipment

Chromebooks for Auto Electude Software for Auto Use of Force Simulator for Law Enforcement

C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Career Tree Subs

Secondary Non-Personnel

TFS Career Tree Portal Fee Chambers of Commerce Membership

Secondary Equipment

Career Tree Graphics

Postsecondary Non-Personnel

Career Awareness Marketing Materials to students and parents (Orange Ball 1675.00)

D) Narrative 4: Integrated Academic and Technical Skills

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

CDA and EMT Program Development Subs

E) Narrative 5: Special Populations

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

Student Transportation Career Awareness Bilingual Marketing MS Career Awareness Culinary Program Development for ALC

Postsecondary Personnel (Salary and Benefits)

CTE Outreach Specialist (Salary and Benefits)

Postsecondary Non-Personnel

E&I Activities Marketing Materials in different languages Recruit Support Activities

F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Non-Personnel

Future Forward access to work-based learning platform.

G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Non-Personnel

CTE Credit MN Portal fee

Postsecondary Non-Personnel

CTE Credit MN Portal Articulation Travel

H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Industry-led Instructor Training Subs

Secondary Non-Personnel

ACTE Best Practices and Innovations Conference MACTA/ACTE Leadership Dues In-state PD travel costs Program Development Travel

Postsecondary Non-Personnel

ACTE Best Practices and Innovations Conference MACTA/ACTE Leadership Dues In-state PD travel costs Mark Perna Presentation PD Program Development Travel

I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Spring/Summer stipends for Performance Gap training

J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Consortium leadership payroll/benefits District Facilitator Stipends

Postsecondary Personnel (Salary and Benefits)

Coordinator's Salary and Benefits (75%)

K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Perkins Consortium Coordinator

Secondary Non-Personnel

TSA's IRCs Pathway Development ACTE Innovation Conference

Postsecondary Non-Personnel

Law Enforcement Use of Force Simulator