



FY21 Runestone Consortium

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

Submitted by Carrie Hanson

Submitted on 06/09/2020 8:11 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 Runestone Consortium

Total Amount of Award Requested

\$227,783.82

Primary Contact Information

Name

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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.

Alexandria Technical and Community College

Alexandria Public Schools District 206

Brandon-Evansville Public Schools District 2908

Minnewaska Area Public Schools District 2149

Osakis Public Schools District 213

Parkers Prairie Public Schools District 547

Sauk Centre Public Schools District 743

Runestone Area Education District 61-6014

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.

Working through this Comprehensive Local Needs Assessment as a regional group was greatly appreciated on my part. As a consortium coordinator who works on both the secondary and post-secondary side, this CLNA was an overwhelming undertaking. As a regional group we were able to really look at each area of the needs assessment and figure out what information, feedback, or data was needed as we put together surveys, and reviewed data from shared resources.

One major issue that came to light through this assessment process was the lack of understanding or misinformation surrounding either Career and Technical Education, Perkins funding, or both, throughout our whole region (and most likely the state). This can impact the effectiveness of consortium strategies and progress to be made within the elements listed below.

Element #1: Student Performance on Required Performance Indicators

Secondary: At a consortia level, students have performed as well as percentages for state performance. Students of color and economically disadvantaged did not perform as high. Students with disabilities perform lowest in both reading and math. Feedback from CTE teachers with regards to improving student performance, 46% of respondents ranked collaboration with other education partners and/or resources for assistance with individual students as number one. Second was providing supplemental learning assistance to CTE programs. Feedback from administrators was to embed curricular standards for reading, writing and math into CTE courses. Second was to collaborate with other educational partners and/or resources for assistance with individual students.

Post-secondary: Data received from Minnesota State FY17-19 showed Alexandria Technical and Community College students increased performance each year on indicator 1P1. For performance indicator 2P1 there was a decline. Further digging into data shows the decline in FY18 was in subgroups: Out of Workforce Individuals and Homeless Youth. Those percentages improved in FY19, but decline showed up in subgroups: Race/Ethnicity, Individuals from Disadvantage Families, and Single Parents.

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

Secondary: CTE teachers are asked to teach many different courses within their CTE programs. For most of the districts within our consortium, that will be one teacher within a program, teaching courses to grades 7-12. Teachers' respond was strong in the need to have equipment and learning spaces updated, as well as more professional development opportunities provided.

Students response for which career and technical program they would like to continue to explore showed a pretty close percentage within each listed. The highest percentage was 16% for Business and Marketing, as well as Construction. Health Occupations, along with work-based learning opportunities came in at 15%. Agriculture at 14%, and Manufacturing at 12%. Automotive ranked the lowest at 11%. Across our consortium there are enhanced learning opportunities provided within these various career areas through work-based learning opportunities, mentorships, job shadowing and student organizations.

Postsecondary: Advisory committees assist the college program with enrollment, student placement, finances or other concerns that may impact the program in the future. Recommendations from the committee are then delivered to the college administrators for any recommended actions. Any program closure or new program additions must be discussed with the advisory committee before the college can close or open a program. Members of the advisory committee assist the program to provide both leadership and financial support of the associated CTE programs with donated equipment and scholarship dollars.

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

Secondary: While District 206 has been successful in implementing their Career Academies, the surrounding districts do not have that same luxury. When the new high school was built (opened up Fall 2014), it was designed with these academies in mind. Each CTE program area has more than one teacher, which allows for multiple pathways (except FCS) within each CTE program. The surrounding schools are smaller, and in most there is one teacher within a CTE program for grades 7-12. Some district administrators may not fully understand ways to support their CTE teachers, or the full meaning of a program of study as it is outlined in Perkins V law. CTE teachers are asked to teach

many different courses within their CTE programs so students can have more of an exploratory look at each of these careers.

Postsecondary: Alexandria Technical and Community College has strong partnerships with the area businesses, industries and workforce groups. More focus will be made to improve the partnership it has with the secondary schools. Current programs of study will be revised and strengthened as needed, and new ones designed based on what the college is hearing through these partnerships regarding the needs in the region.

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

Secondary: Being located in a rural area and teacher shortage are just two barriers towards improving recruitment and retention on the secondary side. When there are openings for a vacancy within a CTE program, there are sometimes very few applicants, if any. Community expert has helped to fill the need in a few instances. Then there is the process of licensure, making sure that our new teachers are being mentored so they want to stay, and professional development opportunities that teachers feel are valuable of their time away from their classrooms.

Postsecondary: Alexandria Technical and Community College is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)

It is difficult in many CTE areas to recruit faculty from business and industry because limits in our labor contract salaries make it difficult to compete with the salaries that are earned in business and industry. If they currently have a comparable benefit package, recruiting is even harder. Minnesota State has revised its salary scale for some high paid industry areas, especially in the recruitment of nursing educators.

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

Secondary: Student feedback ranked scheduling as the biggest barrier. Either CTE courses they were interested in were scheduled at a time that didn't fit their schedule, or were in conflict with other classes they wanted to take. Offering CTE courses each term or at a time of day that does not conflict with other courses (such as band/choir) was considered a strength in the administrators' feedback. There seems to be a difference in how students and administrators view this.

Demographic data on representation of special population within CTE programming versus total special population enrolled in secondary does not show significant under-represented, except for Hispanic and Asian. These sub-groups will be looked into further.

Post-Secondary: Alexandria Technical and Community College is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)

Supports in place for student success and completion:

- Director of Student Success
- Veteran's Center
- Intercultural Center
- Transfer and Advising Center
- Student Support Services
- Lunch and Learn sessions
- Inclusion Network
- Workforce Development Scholarships

Upload your completed CLNA Framework
Runestone_CLNA

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.

How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded In previous years, our programs of study were based on what CTE courses were already being taught within the high schools, and then which of those could be arranged to make a program of study. Some aligned with labor market needs, while others did not. Working with secondary administration prior to the CORVID 19 pandemic there was discussion around working within our CTE programs to bring them more aligned to labor market needs—whether that be locally or regionally. There was also discussion surrounding what work-based learning opportunities we currently have, and where can we grow those opportunities for students.

Any new programs of study your consortium will develop and submit to the state for approval There is work in progress to establish a program in Information Systems (to include Cyber Security); another within AG (to be brokered with another two-year college). We will also continue to look at options for a program of study for Health Occupations.

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.

Through the CLNA it was learned that students see barriers to CTE access differently than administrators. As a consortium, we will address this through the following:

Administrator & Counselor Professional Development & Advocacy Activities around Career & Technical Education

CTE Teacher Professional Development & Advocacy Activities around Career & Technical Education

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.

Currently these are our seven programs of study:

- Accounting
- Construction
- General Management
- Marketing Merchandising
- Production
- Manufacturing Production Process Development
- Teaching/Training

Strategy 1: Working sessions for secondary and postsecondary CTE professionals to collaborate on revisions and/or development of new state recognized programs of study.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and postsecondary leadership will be responsible for coordinating information needed and work sessions. CTE consortium professionals are responsible to attend and complete the tasks to align with state frameworks.

Start & end dates: Fall 2020 to January 2021

Budget Use of Funds: Section 135 (b), subparts: 2, 3, 4, 5 and 6

Secondary: \$2000

Postsecondary: \$700

Strategy 2: Support professional development opportunities (ex. Regional Fall Networking Meetings) for secondary CTE instructors *that wil include—but not limited to—howto improve quality programs and advisory committees.*

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary consortium leadership responsible for the distribution of funding for professional development in accordance with the two-year grant plan.

Start & end dates: Fall 2020 and ongoing

Budget Use of Funds: Section 135 (b), subparts: 1, 2, 3, 4, 5 and 6

Secondary: \$4000

Strategy 3: *Support of equipment purchases for state recognized programs of study*

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): *Secondary administrative and governance structure for approval*

Postsecondary, Workforce Development): *Secondary administrative and governance structure for approval*

of Perkins equipment based on the needs and alignment with the approved two-year consortium plan, CTE instructors will use their business and industry advisory partnerships for equipment recommendation

Start & end dates: July 2020 and ongoing

Budget Use of Funds: Section 135 (b), subparts: 2, 3, 4, 5 and 6

Secondary: \$15,579.56

Strategy 4: Support technical skill assessments, certifications, and industry recognized credentials within state recognized programs of study.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary consortium leadership responsible for distribution of funds. CTE professionals will be responsible for alignment, administering and reporting assessment findings.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 3, 5 and 6

Secondary: \$500

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.

Career exploration and career development coursework, activities or services.

- The secondary counselors have worked out a process of career exploration at each grade level, which is done consortium-wide. They then fill in the gaps within their own district. Prior to fall, we will be assessing any changes that need to be made going forward, whether it is to add, modify or completely change an activity offered, with additional follow-up at each district. Collaboration with the college and our workforce center will be a part of this discussion.
- **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.**
- Consortium counselor meetings are usually held three to four times during the academic year. In the past, we have held one of those meetings at the Workforce Center in Alexandria. We will be going back to implementing that this year. Review of the 2019 Regional Profile for West Central Minnesota will be part of these meetings. It will also be a part of the secondary CTE teachers fall regional networking meetings.
- *The local DEED office works with the college to provide dislocated workers retraining programs. The consortium has also worked with West Central Initiative projects in areas of need within our region. One such need is for more daycare providers in our region. How can high schools and the college partner in bringing more students into the pipeline to begin to meet this need.*
- **An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.** This will be a discussion item at both consortium meetings with counselors, as well as administrators, as each district does career guidance and academic counseling differently. No one system works for all.

Strategy 3 (Element 2): Support of career exploration and career development activities for students to have better understanding of CTE programs and their alignment with business and industry.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development): Secondary and postsecondary coordinators will work with secondary counselors and other CTE stakeholders on career related activities to be offered to students, making sure they meet criteria of Perkins V and the high skill, high wage or in-demand employment needs of our region.

Start & end dates: Fall 2020 and ongoing

Budget Use of Funds: Section 135 (b), subparts: 1

Secondary: \$4,300

Postsecondary: \$10,635.90

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.

CLNA feedback regarding student performance and improvement showed secondary administrators and CTE teachers agreeing on these:

- Collaboration with other education partners and/or resources for assistance with individual student performance

- Embedding curricular standards for reading, writing and math into CTE courses that do not have them

- Collaborate with other educational partners and/or resources for assistance with individual students.

CLNA findings will be shared with the consortium. Discussion on the findings *and strategies decided in year 1 of plan and implemented by year 2. Priorities listed above could be a part of the professional development opportunities listed in Narrative 8 strategies.*

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.

Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

High-skill, high-wage, or in-demand industry occupations that lead to self-sufficiency are a part of consortium-wide student career explorative or career development activities. *Business and industry take an active part in these activities, providing students with the knowledge of current demands and trends in the labor market, education requirements needed to get into the field, and general overall understanding of all aspects of industry. These same businesses and industries are the classroom presenters, mentors, work-based learning sites, and are members of the advisory committees at secondary schools and the college.*

Prepare CTE participants for non-traditional fields. Events such as **Women in Engineering**, **National Fluid Power Association Action Challenge** and **Cyber Security Camp** provide exposures students to those currently working in these careers in two ways—industry tours and panel discussions with females working in these fields. *Students take part in hands-on activities to give them a snapshot experience of what it would be like if they were to go into these career fields. Recommended high school courses and educational requirements are a part of during these events, giving students an idea of what they need to do to better prepare for these types of careers*

Provide equal access for special populations to CTE courses, programs and programs of study. *The answer to this one is addressed below*

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.

- The Runestone Consortium continues to provide equal access opportunities for special populations, and assure compliance with the Vocational Education Guidelines for eliminating discrimination and denial of services based on status (45 CFR, Part 80) through the **Statement of Assurances & Certifications**. District superintendents also sign off on all CTE approved programs stating **Minnesota Rule 3505.2550 Minimum Standards for Instruction Program Approval Subp 8. Support Services**.
- *Goals and priorities of the college are a part of the Strategic Enrollment Management Plan:*
- *Strategic Plan—As a member of the Minnesota State Colleges and Universities, everything we do is focused on three critical priorities:*
 1. *The success of our students*
 2. *Our commitment to Diversity, Equity, and Inclusion*
 3. *The programmatic and financial sustainability of our campus.*

Priorities—the purpose and priorities of our strategic enrollment management plan is to ensure they align with the goals of the Strategic Plan

Additional strategic materials to be aligned with Strategic Enrollment Management:

- *Alexandria Technical and Community College (ATCC) Framework 2020-2024*
- *MinnState Affinity Group Framework*
- *MinnState Equity 2030 Strategic Dimensions*
- *Guided Pathways/Student Life Cycle*
- *ATCC Academic Master and Diversity and Inclusion Plan*
- *ATCC Spring 2020 Marketing Plan*
- Alexandria Technical and Community College is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)
- Supports in place for student success and completion:
 - Director of Student Success
 - Veteran's Center
 - Intercultural Center
 - Transfer and Advising Center

Student Support Services
Lunch and Learn sessions
Inclusion Network
Workforce Development Scholarships

Strategy 1: Formal analysis of persistency and completion rates for CTE students who are classified as special populations.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): *Secondary and postsecondary consortium leadership will work together to gather additional data needed for analysis regarding any barriers for special populations to CTE programming, and successful completion in these programs. Recommendations to be provided.*

Start & end dates: Fall 2020 and ongoing.

Budget Use of Funds: Section 135 (b), subparts: 6

Secondary: \$200

Postsecondary: \$300

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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.

Work based learning, internships and mentorship opportunities are a strength within the Runestone Consortium. Our districts have active CTE student organizations (FFA, FCCLA, DECA, and BPA), providing students additional enhanced learning and assessment opportunities through participation at local, state and national competitions.

Alexandria Technical and Technical Community College students enrolled in CTE programming are also active in collegiate student organizations. They always show strong participation in competitions at the local, state, and national level in Skills USA, DECA, Business Professionals of America, Advertising Federation, Behind the Mask welding competition, National Kitchen and Bath Association. ATCC students are provided opportunities for leadership and civic service within these student organizations.

Business and Industry representatives are routinely invited into the college as guest speakers. Postsecondary students and faculty are also invited to business and industries for tours and field trips, job shadows and internship opportunities. Some of the business & industry partnerships are:

1. 3M
2. Ziegler-CAT
3. Artic Cat, Polaris
4. Douglas Machines
5. Agard
6. FORCE America
7. Alomere Hospital
8. Knute Nelson

Strategy 5 (Element 3): Support in adding/expanding work-based learning opportunities

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary consortium coordinator will work with administrators and CTE instructors on reviewing current work-based learning opportunities and ways to expand what is already in place.

Start & end dates: Fall 2020

Budget Use of Funds: Section 135 (b), subparts: 2, 3 and 5

Secondary: \$1000

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.

Secondary students are provided opportunity to gain postsecondary credit through concurrent enrollment within CTE, but it is very limited. One concurrent course is the college's ITEC 1430 Intro to Computers course. This course easily aligns with the computer course(s) that some secondary schools teach within their business programs. The college has had concurrent enrollment agreements with college accounting, but that is not as easy to maintain due to the credential requirements. Another concurrent course is the NSGA Nursing Assistant/Home Health Aide. This course is a collaboration between the college and the two high schools involved. It is taught at the high school campus with college nursing faculty.

For those secondary CTE courses that do not qualify for concurrent, the college has worked with high schools to set up articulation for college credit agreements. We are working as a consortium to update our entire articulation process so that everything goes through the www.ctecreditmn.com website.

Current agreements in place with Minnesota High Schools (not limited to our consortium):

- Accounting for Business*
- Architectural Drafting*
- Advertising and Sales Promotion*
- Criminal Justice/Patrol Procedures*
- Customer Service*
- Emergency Medical Responder*
- Law Enforcement and Human Behavior*
- Professional Selling*
- Retail Management & Merchandising*
- Computer Assisted Drafting*
- Computer I InDesign*
- Computer II Illustrator*
- Computer III Photoshop*
- Digital Photography*
- Engineering Drawing I*
- Foundations I Design*
- Framing and Construction*
- Hydraulic Components Lab*
- Mechatronics*
- Production Techniques and Apps*
- Shop I Construction*
- Tool Safety and First Aid*

Project Lead the Way courses are also recognized for full credit if students have gone through the process of obtaining transcribed credit. If not, they can still receive partial credit. The crosswalk from PLTW courses to ATCC college credit is in attachment section.

Additional CTE courses that will be implemented at the start of FY21 will be in Early Childhood Education and Cyber Security programs.

Secondary CTE students who have an interest in a career pathway that their school district is not able to provide, or has limited courses within that program, can look at the CTE courses options through Online College in the High School. The steering committee works closely with the participating districts to provide courses these districts wish to offer to their students. Under the Online College in the High School model, students stay at their home district campus and time, space and technology are provided to them to take the courses.

PSEO is another way for students to access CTE coursework. Students have enrolled in one or two technical courses, while a few others have enrolled in a technical program full-time. This is where our Director of K-12 Initiatives comes in. She works closely with PSEO students to make sure that they are being successful in their coursework and those students who are full-time are also taking the courses that meet requirements for high school graduation.

Partially paid positions under this narrative area are for the Director of K-12 Initiatives (51%) and her assistant (6%). They oversee PSEO, concurrent, and OCHS students taking courses with ATCC.

Strategy 1: Provide support, outreach, and advising to students in making informed plans and decisions about courses or programs, as well as career options.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Director of K-12 Initiatives will work with all appropriate stakeholders and oversee the processes of PSEO, concurrent and OCHS.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 1-D; 5-C, I, K, 6

Postsecondary: \$56,537

Strategy 2: Provide support, outreach, and advising to students in making informed plans and decisions about courses or programs.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Assistant to Director of K-12 Initiatives will work with all appropriate stakeholders and assist in the processes of PSEO, concurrent and OCHS.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 5-C,K, 6

Postsecondary: \$5,166

Strategy : Support expansion of articulated college credits and increase use of the www.ctecreditmn.com.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Perkins leadership responsible for engaging with CTE professionals in the consortium and around the state to increase the use of articulation for college credit agreements.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 5-C,K, 6

Postsecondary: \$1,100

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.

As stated in our CLNA, being located in a rural area and teacher shortage are two of the barriers towards improving recruitment and retention on the secondary side. When there are openings for a vacancy within a CTE program, there are sometimes very few applicants, if any. Community expert has helped to fill the need in a few instances. The biggest gap is within the various Trades and Industry programs. When new teachers are hired, they usually do not have any of the licensures listed on Table C. We have current teachers still working to obtain the correct licensure. Our consortium is extremely grateful for the work done by Lakes Country Service Cooperative in advocating for, and influencing the change in state law around [Alternative Teacher Preparation](#). They have now obtained PELSB approval as a teacher preparation unit and approved to provide programming for already-licensed teachers to obtain licenses in Construction Careers, Manufacturing Careers, Transportation Careers (while also meeting the standards for Core Skills for Career and Technical Education) and the endorsement for Teacher Coordinator of Work-Based Learning.

For postsecondary faculty, being able to connect and network with secondary CTE teachers through a shared professional development has been positive on both sides. Secondary CTE teachers feel they learned so much more being trained by the postsecondary faculty. Those same teachers continue to reach out to our CTE faculty even after the training—for advise on equipment purchases, to be a guest speaker in their classes, to serve on an advisory committee, or even recommend to their current students to check out some of the programs at the college. The importance of these connections between CTE college faculty and high school educators is further backed up by feedback from current college students.

When asked who was most impactful when deciding on college program, high school teachers came in fourth. Family, college visit, and peers were the top three out of eight. The impact of counselors was at number seven.

Strategy 1: Provide and support professional development with regards to CTE teacher licensure.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary consortium coordinator will continue work with both administrators and teachers with regards to a better understanding of CTE licensure. Recommendations on options (whether by portfolio submission or alternative teacher preparation through Lakes Country Service Cooperative) along with possible ways districts can support their teachers to obtain licensure.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 2, 3, 4, 5 and 6

Secondary: \$1,000

Strategy 2: Support quality professional development for secondary and postsecondary CTE professionals

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and postsecondary consortium leadership who are responsible for the distribution of funding for professional development will do so in accordance with the two-year Perkins grant plan.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 1,2, 3, 4, 5 and 6

Secondary: \$2,000

Postsecondary: \$10,000

Strategy 3: Support professional development and policy advocacy around teacher licensure and faculty qualifications.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): Secondary and Postsecondary coordinator will work with Lakes Country Consortium in assisting to recruit interested partners in increasing knowledge capacity around policy issues—specifically around teacher licensure and faculty credentialing.

Start & end dates: Fall of 2020 and ongoing.

Budget Use of Funds: Section 135 (b), subparts: 2 and 6

Secondary: \$2,000

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.

As a consortium, our secondary CTE students have shown improvement in Math, Reading, and graduation rates. A deeper look into the data, however, shows there is a gap in performance for students of color, economically disadvantaged, and students with disabilities. *Feedback from administrators and CTE instructors during the CLNA process shows they are aware of these gaps in performance. As stated in Narrative 4, discussion on the findings and strategies decided will take place in year 1 of the plan and implemented by year 2. Professional development supporting improvement in student performance will provided through funds designated in from Narrative 8*

Alexandria Technical and Community College students have been pretty steady in meeting the performance targets for postsecondary placement and postsecondary credentials, but continue to struggle to meet the non-trad program enrollment. A further look into the data shows gaps in postsecondary placement for males vs. females, people of color, and out of workforce individuals. Earning postsecondary credentials shows gaps in performance for females vs. males, people of color and within almost all the special population groups. One thing to note, however, these gaps were not consistent with each year. Some showed improvement, while others declined. For non-trad program enrollment, the gaps were consistent with males, whites, individuals from disadvantaged families and out of workforce individuals.

As stated in the goals and priorities of ATCC's Strategic Enrollment Management Plan the first two critical areas of focus are:

*The success of our students
Our commitment to Diversity, Equity, and Inclusion*

Postsecondary Perkins Leadership will review the data on performance after one year under the new Strategic Enrollment Management Plan and look for possible strategies to add in year two.

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.

The Runestone Consortium consists of Alexandria Technical and Community College, 6 secondary schools, and 1 Area Learning Center. The Perkins leadership team consists of:

Carrie Hanson, Career and Technical Education Specialist, Alexandria Technical and Community College
Serves as the Perkins Consortium Coordinator for both secondary and postsecondary

Tamara Arnott, Dean of Educational Services, Alexandria Technical and Community College
Postsecondary Perkins Administrator

The Perkins leadership team is responsible for the majority of the functions of the Perkins grant, administrative, operations, programmatic. The leadership team meets regularly throughout the year to jointly plan and fulfill the grant requirements. The leadership team will be advised by an advisory group comprised of CTE professionals from both secondary and postsecondary. Recommendation of that group is listed below.

Scott Berger, Dean of Law Enforcement, Transportation and Manufacturing, ATCC
Merilee Retzlaff, Dean of Nursing and Health, ATCC
Steve Richards Dean of Technology and Business, ATCC
CTE professional from each of the member districts

The recommendation of the college Deans as part of the Consortium Advisory Team is the expertise they will bring of the CTE programs they oversee, their connections with the business and industry partners, as well as their knowledge of labor markets trends that involve placements of graduates.

Secondary/Postsecondary Coordinator meets on a regular basis throughout the year with school district administrators, and reports to the Runestone Area Education Board as requested. She works closely with the CFO at both the secondary and postsecondary level regarding budget questions. Process for equipment and other fiscal decisions is made through collaboration of Perkins leadership working with CTE instructors and administrators at both secondary and postsecondary, and alignment of all fiscal expenditures within the Perkins grant plan.

While this has been a huge undertaking for this first two-year grant plan under Perkins V, much was learned from the process with good feedback from the CLNA survey groups. We can now establish some baselines and work towards improving where size, scope and quality are concerned. Putting students needs out in front will be important, as well as supporting the work of our CTE teachers and faculty, and providing opportunities for improvement so students can be successful.

Strategy 1: Secondary Consortium Coordination and Support (BASIC)

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): *Secondary Consortium Coordinator will work with consortium partners, providing coordination and support in (and evaluation of) implementation of the Basic portion of the grant plan.*

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 2 and 6

Secondary: \$26,818

Strategy 2: Postsecondary Consortium Coordination and Support (BASIC)

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development): *Postsecondary Consortium Coordinator will work with consortium partners, providing coordination and support in (and evaluation of) implementation of the*

Basic portion of the grant plan.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 2 and 6

Postsecondary: \$40,226

Strategy 4: Secondary Indirect Administrative costs for general operations.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development): Secondary consortium fiscal agent responsible to manage and allocate as necessary.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 2 and 6

Secondary: \$2,000

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.

Working through this Comprehensive Local Needs Assessment as a regional group was greatly appreciated. As a regional group we were able to really look at each area of the needs assessment and figure out what information, feedback, or data was needed as we put together surveys, and reviewed data from shared resources.

One major issue that came to light through this assessment process was the lack of understanding or misinformation surrounding either Career and Technical Education, Perkins funding, or both, throughout our whole region (and most likely the state). The regional group of consortium coordinators discussed the possibilities of working together to develop and deliver a type of Perkins 101 so that each of our five consortia were giving and receiving the same information. It was also decided that the group would like to continue to meet and review how the first year of our plans are going, what is needed for the next go round of CLNA, etc.

Alexandria Technical and Community College has been working with several of school districts on areas within CTE programming *where there is a need for more enhanced learning experiences than what a district(s) feel they can provide, or where a possible collaboration in CTE delivery is possible. This may mean students are in the class/lab at the high school for part of the time, and then are in the labs/shops on the college campus for additional hands on experience with both the high school and college instructors. Going into this first year of the grant plan, support will be given to these efforts so that either new programs can be implemented and/or current programs can be enhanced. Reserve funds will also be used to continue to foster innovation and the development of needed programs of study based on regional need.*

Strategy 1: Regional Perkins 101 professional development for secondary and postsecondary leadership.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development): Secondary and postsecondary consortium coordinator responsible for development and delivery of professional development as well as recruitment of consortium partner leaders to attend professional development sessions.

Start & end dates: Planning to start Fall 2020

Budget Use of Funds: Section 135 (b), subparts: 2, 3, 4, 5 and 6

Secondary: \$3,500

Postsecondary: \$1,500

Strategy 2: Regional Consortium Coordinator meetings

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development): Secondary and postsecondary consortium leadership who are responsible for the distribution of funding for professional development will do so in accordance with the two-year Perkins grant plan.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 2, 3, 4, 5 and 6

Postsecondary: \$2,000

Strategy 3: New or enhanced program expansion, design and support

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development): *Postsecondary and secondary leadership will collaborate with administration and CTE educators on design and support of new or enhanced programs of study, based on regional needs (such as Cyber Security and one within Healthcare pathway).*

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 2, 3, 4, 5 and 6

Postsecondary: \$3,000

Secondary: \$2,000

Strategy 4: Equipment purchases for new or innovative programs.

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development): *Secondary and Postsecondary administrative and governance structure for approval of Perkins equipment based on the needs and alignment with the approved two-year consortium plan, and business and industry through advisory recommendations.*

Start & end dates: Fall of 2020 and ongoing.

Budget Use of Funds: Section 135 (b), subparts: 2, 3, 4, 5 and 6

Postsecondary: \$5,401.68

Secondary: \$6,401.68

Strategy 5: Secondary Consortium Coordination and Support (RESERVE)

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development):

Secondary Consortium Coordinator will work with consortium partners, providing coordination and support in (and evaluation of) implementation of the Reserve portion of the grant plan.

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 1, 2, 3, 4, 5 and 6

Secondary: \$8,939

Strategy 6: Postsecondary Consortium Coordination and Support (RESERVE)

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry,

Postsecondary, Workforce Development): *Secondary Consortium Coordinator will work with consortium partners, providing coordination and support in (and evaluation of) implementation of the Reserve portion of the grant plan.*

Start & end dates: Ongoing

Budget Use of Funds: Section 135 (b), subparts: 1, 2, 3, 4, 5 and 6

Postsecondary: \$8,939

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	\$500
Postsecondary Subtotal	\$500
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$ 500
Secondary Subtotal	\$ 500
TOTAL	\$1,000

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
Carrie Hanson	Career and Technical Education Specialist	Secondary		40%	\$35,757
Carrie Hanson	Career and Technical Education Specialist	Postsecondary		55%	\$49,165
Mary Lenz	Director of K-12 Initiatives	Postsecondary		51%	\$56,537
Cindy Maudal	PSEO Assistant	Postsecondary		6%	\$5,166

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
CarrieHansonSept2019

Position Description
MaryLenzApril2019

Position Description
CindyMaudalApril2018

Position Description

Position 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.

Career Cluster: Select the career cluster 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.

High School	Course Name	Program Code	Course Code
Brandon-Evansville Dist 2908	Child Development I	090101	40
	Child Development II	090101	41
Sauk Centre Dist 743	Human Dynamics	090101	36
	Child Development I	090101	40
	Child Development II	090101	41

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.

Alexandria Technical and Communtiy College

Early Childhood Education: Certificate, Diploma, AAS AS

Early Childhood 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 Exams		
-----	-----------------	--	--

Work-based Learning	WBL component coming		
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	Certificate	Diploma	AAS; AS
Work-based Learning	Practicum		
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")

Course syllabi (Secondary)

Course outlines (Postsecondary)

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")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Minnesota Department of Education Table C

Minnesota Department of Education Program Approval Process

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")

Minnesota State Academic Program Inventory

Minnesota State CTE Program Inventory

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")

Refer to Equipment Inventory attachment

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")

Workbased Learning or internship will be added during this first year of plan (Secondary)

Practicum (Postsecondary)

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")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, Workforce Development (Secondary and Postsecondary)

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.

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.

High School	Course Name	Program Code	Course Code
Alexandria Dist 206	Career Internship (Mentorship)	140710	03
	College Computer Concepts & Applications**	140710	12
	Accounting I	140710	20
	Accounting II	140710	21
Minnewaska Dist 2149	Computer Essentials I**	140710	11
	Accounting I	140710	20
	OJT Diversified Occupations	009090	02
	**ATCC accepts for Acctg program		

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.

Alexandria Technical and Community College

Accounting: AAS

Accounting 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 Exams		
Work-based Learning	Work-based learning	Mentorship	
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	AAS	AS	
Work-based Learning	Income Tax Prep	Income Tax Prep	
Licensure			
Certification	VITA	VITA	
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")

Course syllabi (Secondary)

Course outlines (Postsecondary)

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")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Minnesota Department of Education Table C

Minnesota Department of Education Program Approval Process

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")

Minnesota State Academic Program Inventory

Minnesota State CTE Program Inventory

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")

Refer to Equipment Inventory attachment

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")

Workbased Learning or Mentorships (Secondary)

Free Income Tax Preparation for Community following VITA certification (Postsecondary)

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")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, Workforce Development (Secondary and Postsecondary)

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.

Business, Management, & Administration

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

General Management

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.

High School	Course Name	Program Code	Course Code
Alexandria Dist 206	Business World	140710	01
	Career Internship (Mentorship)	140710	03
	Microsoft/Google Applications	140710	11
	College Computer Concepts & Applications	140710	12
	CAPS: Business/Microeconomics	140710	24
	Entrepreneurship	140710	36
Minnewaska Dist 2149	Computer Essentials I	140710	11
	Accounting I	140710	20
	Intro to Business	140710	30
	Small Business Management	140710	31
	OJT Diversified Occupations	009090	02

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.

Alexandria Technical and Community College

Business Management: Certificate, Diploma, AAS

Business 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 Exams		
Work-based Learning	Work-based Learning	Mentorship	
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	Certificate	Diploma	AAS; AS
Work-based Learning	Internship		
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")

Course syllabi (Secondary)

Course outlines (Postsecondary)

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")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)
Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Minnesota Department of Education Table C
Minnesota Department of Education Program Approval Process

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")

Minnesota State Academic Program Inventory
Minnesota State CTE Program Inventory

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")

Refer to Equipment Inventory attachment

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")

Workbased Learning or Mentorships (Secondary)

Industry Internships (Postsecondary)

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")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, Workforce Development (Secondary and Postsecondary)

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.

Business, Management, & Administration

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

Merchandising

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.

High School	Course Name	Program Code	Course Code
Alexandria Dist 206	Career Internship (Mentorship)	140710	3
	Microsoft/Google Applications	140710	11
	College Computer Concepts & Applications	140710	12
	Accounting I	140710	20
	Accounting II	140710	21
	CAPS: Business/Microeconomics	140710	24
	Entrepreneurship	140710	36
	M1 - Advertising Sales	140710	48
	Entertainment/Sports Marketing	140710	49
	M2 - Digital Marketing and Community Promotion	140710	56

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.

Alexandria Technical and Community College

Marketing Sales Management: AAS

Fashion Management: AAS

Retail Management: 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	Precision Exams		
Work-based Learning	Work-based Learning	Mentorships	
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	Certificate	AAS	
Work-based Learning	Internships		
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")

Course syllabi (Secondary)

Course outlines (Postsecondary)

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")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)
Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Minnesota Department of Education Table C
Minnesota Department of Education Program Approval Process

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")

Minnesota State Academic Program Inventory
Minnesota State CTE Program Inventory

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")

Refer to Equipment Inventory attachment

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")

Workbased Learning or Mentorships (Secondary)

Industry Internships (Postsecondary)

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")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, Workforce Development (Secondary and Postsecondary)

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.

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.

High School	Course Name	Program Code	Course Code
Alexandria Dist 206	Building Trades	171000	01
	Industry, Trades and Manufacturing	171000	12
	Geometry in Construction - Carpentry	171000	14
Minnewaska Dist 2149	Carpentry I	171000	14
	Carpentry II	171000	15
	CAD I	171000	36
	Furniture I	171016	01
	Furniture II	171016	02
Parkers Prairie Dist 549	Building Trades	171000	01
	Architectural Drawing	171000	36
	Woods	171016	01
	Advanced Woods	171016	02
Sauk Centre Dist 743	Intro to Construction - CAD	171000	36
	Vocational Building I	171000	01
	Vocational Building 2	171000	02
	Vocational Building 3	171000	03
	Vocational Building 4	171000	04
	Vocational Building 5	171000	05
	Machine Woods A	171016	01
	Machine Woods B	171016	02
	Advanced Woods: Cabinetry	171016	03

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.

Alexandria Technical and Community 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	Precision Exams		
Work-based Learning	Work-based Learning	Mentorship	
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	Diploma		
Work-based Learning	Internship		
Licensure			
Certification	OSHA 10		
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")

Course syllabi (Secondary)

Course outlines (Postsecondary)

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")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Minnesota Department of Education Table C

Minnesota Department of Education Program Approval Process

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")

Minnesota State Academic Program Inventory

Minnesota State CTE Program Inventory

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")

Refer to Equipment Inventory attachment

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")

Work-based Learning or Mentorships (Secondary)

Industry Internships (Postsecondary)

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")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, Workforce Development (Secondary and Postsecondary)

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.

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.

High School	Course Name	Program Code	Course Code
Alexandria Dist 206	Industry, Trades and manufacturing	171000	12
	PLTW: Computer Integrated Manufacturing	171000	76
	Engineering, Manufacturing and Architecture	171710	01
	Foundations in Manufacturing	171710	02
	Physics in Manufacturing	171710	10
	CAPS-EMTNR	179090	87
Brandon-Evansville Dist 2908	Production Management	171710	01
	Metal Fabrication	171710	02
	Product Design & Development	171710	12
Parkers Prairie Dist 549	Welding and Metal Fabrication	019901	26
	Art Metals	019901	55
	Super Mileage	019901	60
Sauk Centre Dist 743	Manufacturing	171710	01
	Careers in the Community (Felling Trailers)	171710	35
	Welding 1	172306	01
	Welding 2	172306	02

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.

Alexandria Technical and Community College

Machine Tool Technology: Diploma

Welding Technology: 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	PLTW		
Work-based Learning	Work-based Learning	Mentorships	
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	Diploma		
Work-based Learning	Internships		
Licensure			
Certification			
Industry-Recognized Credential	Solid Works		

Other Assessments (only if not previously listed):

In the ATCC Welding Program, American Welding Association certifications in the following:

- Shielded Metal Arc Welding (SMAW)
- Gas Metal Arc Welding (GMAW)
- Flux Core Arc Welding (FCAW)
- Gas Tungsten Arc Welding (GTAW)

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")

Course syllabi (Secondary)

Course outlines (Postsecondary)

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")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Minnesota Department of Education Table C

Minnesota Department of Education Program Approval Process

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")

Minnesota State Academic Program Inventory

Minnesota State CTE Program Inventory

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")

Refer to Equipment Inventory attachment

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")

Work-based Learning (Secondary)
Industry Internships (Postsecondary)

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")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, Workforce Development (Secondary and Postsecondary)

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.

Manufacturing Production Process 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.

High School	Course Name	Program Code	Course Code
Alexandria Dist 206	Industry, Trades and manufacturing	171000	12
	PLTW: Principals of Engineering	171000	73
	PLTW: Introduction to Engineering Design	171000	74
	PLTW: Computer Integrated Manufacturing	171000	76
	PLTW: Civil Engineering and Architecture	171000	77
	Engineering, Manufacturing and Architecture	171710	01
	Foundations in Manufacturing	171710	02
	Physics in Manufacturing	171710	10
	CAPS-EMTNR	179090	87
Minnewaska Dist 2149	Exploring Technology I	171710	01
	Exploring Technology II	171710	02
	Manufacturing Technology	171710	12
Parkers Prairie Dist 549	Principles of Technology/Robotics	171000	45
	PLTW: Introduction to Engineering Design	171000	74

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.

Alexandria Technical and Community College

Mechatronics: Diploma, AAS

Mechanical Drafting, Design and Engineering Technology: Diploma, 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	PLTW		
Work-based Learning	Work-based Learning	Mentorships	
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	Diploma	AAS	
Work-based Learning	Internships		
Licensure			
Certification			
Industry-Recognized Credential	Solid Works		

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")

Course syllabi (Secondary)

Course outlines (Postsecondary)

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")

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Minnesota Department of Education Table C

Minnesota Department of Education Program Approval Process

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")

Minnesota State Academic Program Inventory

Minnesota State CTE Program Inventory

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")

Refer to Equipment Inventory attachment

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")

Work-based Learning or Mentorships (Secondary)

Industry Internships (Postsecondary)

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")

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, Workforce Development (Secondary and Postsecondary)

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):

Statement of Assurances_FY21_Runestone.ATCC

Secondary Supplemental Budget:

Runestone Secondary-Supplemental-Budget-Amplifund

Consortium Consolidated Equipment Inventory

Runestone FY14_FY20_PerkinsEquipmentInventory

Additional Material

PLTW Transfer Crosswalk Chart FY20

Additional Material

Runestone POS

Additional Material:

Additional Material:

Additional Material:

Additional Material:

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
B) Narrative 2: Programs of Study		
Postsecondary Non-Personnel	\$700.00	\$700.00
Secondary Equipment	\$15,579.56	\$15,579.56
Secondary Non-Personnel	\$2,000.00	\$2,000.00
Secondary Non-Personnel	\$4,000.00	\$4,000.00
Secondary Non-Personnel	\$500.00	\$500.00
Subtotal	\$22,779.56	\$22,779.56
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Postsecondary Non-Personnel	\$10,635.90	\$10,635.90
Secondary Non-Personnel	\$4,300.00	\$4,300.00
Subtotal	\$14,935.90	\$14,935.90
E) Narrative 5: Special Populations		
Postsecondary Non-Personnel	\$300.00	\$300.00
Secondary Non-Personnel	\$200.00	\$200.00
Subtotal	\$500.00	\$500.00
F) Narrative 6: Work-based Learning		
Secondary Non-Personnel	\$1,000.00	\$1,000.00
Subtotal	\$1,000.00	\$1,000.00
G) Narrative 7: Early College		
Postsecondary Personnel (Salary and Benefits)	\$56,537.00	\$56,537.00
Postsecondary Non-Personnel	\$1,100.00	\$1,100.00
Postsecondary Personnel (Salary and Benefits)	\$5,166.00	\$5,166.00
Subtotal	\$62,803.00	\$62,803.00
H) Narrative 8: Support to Professionals		
Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Postsecondary Personnel (Salary and Benefits)	\$7,000.00	\$7,000.00
Secondary Non-Personnel	\$1,000.00	\$1,000.00
Secondary Non-Personnel	\$2,000.00	\$2,000.00
Secondary Non-Personnel	\$2,000.00	\$2,000.00
Subtotal	\$15,000.00	\$15,000.00

	Grant Funded	Total Budgeted
J) Narrative 10: Consortium Governance		
Secondary Admin (5% max) UFARS 895	\$2,000.00	\$2,000.00
Postsecondary Personnel (Salary and Benefits)	\$40,266.00	\$40,266.00
Secondary Personnel (Salary and Benefits)	\$26,818.00	\$26,818.00
Subtotal	\$69,084.00	\$69,084.00
K) Narrative 11: Reserve Funds		
Postsecondary Equipment	\$5,401.68	\$5,401.68
Postsecondary Non-Personnel	\$2,000.00	\$2,000.00
Postsecondary Non-Personnel	\$1,500.00	\$1,500.00
Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Postsecondary Personnel (Salary and Benefits)	\$8,939.00	\$8,939.00
Secondary Equipment	\$6,401.68	\$6,401.68
Secondary Non-Personnel	\$3,500.00	\$3,500.00
Secondary Non-Personnel	\$2,000.00	\$2,000.00
Secondary Personnel (Salary and Benefits)	\$8,939.00	\$8,939.00
Subtotal	\$41,681.36	\$41,681.36
Total Proposed Cost	\$227,783.82	\$227,783.82

Proposed Budget Narrative

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 Equipment

Support of equipment purchases for approved state-recognized programs of study.

Secondary Non-Personnel

Working sessions for secondary and postsecondary CTE professionals to collaborate on revisions and/or development of new state recognized programs of study

Secondary Non-Personnel

Support professional development opportunities (to include Regional Fall Networking Meetings) for secondary CTE instructors to include but not limited to quality programs and advisory committees

Secondary Non-Personnel

Support technical skill assessments, certifications, and industry recognized credentials within state recognized programs of study

Postsecondary Non-Personnel

Working sessions for secondary and postsecondary CTE professionals to collaborate on revisions and/or development of new state recognized programs of study

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 Non-Personnel

Support of career exploration and career development activities for students to have better understanding of CTE programs and their alignment with business and industry, along with understanding of high skill, high wage, and in-demand career opportunities in our region. To include, but not limited to: Grade 9 Expo, National Fluid Power Challenge, Women in Engineering and Manufacturing Tour Days. To be in collaboration with college and workforce center.

Postsecondary Non-Personnel

Support of career exploration and career development activities for students to have better understanding of CTE programs and their alignment with business and industry, along with understanding of high skill, high wage, and in-demand career opportunities in our region. To include, but not limited to: Grade 9 Expo, National Fluid Power Challenge, Women in Engineering and Manufacturing Tour Days. To be in collaboration with college and workforce center.

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)

Postsecondary Non-Personnel

Formal analysis of persistency and completion rates for CTE students who are classified as special populations at both the secondary and postsecondary level

Secondary Non-Personnel

Formal analysis of persistency and completion rates for CTE students who are classified as special populations at both the secondary and postsecondary level

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)

Secondary Non-Personnel

Support in adding/expanding work-based learning opportunities

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)

Postsecondary Personnel (Salary and Benefits)

Provide support, outreach, and advising to students in making informed plans and decisions about courses or programs, as well as career options. 51% Director of K-12 Initiatives position

Postsecondary Personnel (Salary and Benefits)

Provide support, outreach, and advising to students in making informed plans and decisions about courses or programs. 6% of PSEO Assistant position.

Postsecondary Non-Personnel

Support expansion of articulated college credits and increase use of the www.ctecreditmn.com Consortia share for website upgrades and troubleshooting.

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)

Postsecondary Personnel (Salary and Benefits)

Support quality professional development for secondary and postsecondary through trainings for CTE teachers by postsecondary faculty (stipends) to enhanced teaching curriculum at secondary level.

Postsecondary Non-Personnel

Support quality professional development for secondary and postsecondary through trainings for CTE teachers by postsecondary faculty to enhanced teaching curriculum at secondary level (supplies for trainings)

Secondary Non-Personnel

Provide and support professional development with regards to CTE teacher licensure.

Secondary Non-Personnel

Support professional development and policy advocacy around teacher licensure and faculty qualifications

Secondary Non-Personnel

Support of professional development and policy advocacy around CTE licensure.

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)

Secondary Consortium Coordination and Support (BASIC)

Postsecondary Personnel (Salary and Benefits)

Postsecondary Consortium Coordination and Support (BASIC)

Secondary Admin (5% max) UFARS 895

Secondary Indirect Administrative costs for general operations

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)

Secondary Consortium Coordination and Support (RESERVE)

Postsecondary Personnel (Salary and Benefits)

Postsecondary Consortium Coordination and Support (RESERVE)

Secondary Non-Personnel

Regional Perkins 101 professional development for secondary and postsecondary leadership.

Postsecondary Non-Personnel

Regional Consortium Coordinator meetings

Secondary Equipment

Equipment purchases for new or innovative programs

Postsecondary Equipment

Equipment purchases for new or innovative programs

Postsecondary Non-Personnel

Regional Perkins 101 professional development for secondary and postsecondary leadership.

Secondary Non-Personnel

New or enhanced program of study, design and support

Postsecondary Non-Personnel

New or enhanced program of study, design and support