



FY20 Minnesota West Consortium

Prepared by Minnesota West Consortium
for Minnesota State Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Gail Polejewski

Submitted on 05/16/2019 6:46 AM Central Standard Time

Opportunity Details

Opportunity Information

TITLE

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

DESCRIPTION

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.

FUND ACTIVITY CATEGORY

Education

OPPORTUNITY MANAGER

Jeralyn Jargo

OPPORTUNITY POSTED DATES

3/7/2019 5:00:00 AM

FUNDING OPPORTUNITY NUMBER

July2019

CFDA NUMBER

84.048A

PUBLIC LINK

<https://www.gotomygrants.com/Public/Opportunities/details/133af0b6-11c1-48e9-b759-9aaba9666e2c>

IS PUBLISHED

Yes

Award Information

AWARD PERIOD

07/01/2019 - 06/30/2020

EXPECTED NUMBER OF AWARDS

26

MATCHING REQUIREMENT

No

Submission Information

SUBMISSION WINDOW

03/13/2019 8:00 PM - 05/16/2019 7:00 PM Central Standard Time

SUBMISSION TIMELINE TYPE

One-Time

SUBMISSION TIMELINE ADDITIONAL INFORMATION

If, due to extenuating circumstances, you are unable to meet the May 16 deadline for submission, contact the State Director at 651-201-1650

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

<http://www.minnstate.edu/system/cte/index.html>

ADDITIONAL INFORMATION URL DESCRIPTION

Minnesota State Colleges and Universities Career and Technical Education

Project Information

Application Information

APPLICATION NAME

FY20 Minnesota West Consortium

TOTAL AMOUNT OF AWARD REQUESTED

\$532,382.62

Primary Contact Information

NAME

Gail Polejewski

EMAIL ADDRESS

gail.polejewski@swsc.org

ADDRESS

Update
Update, MN 55555

PHONE NUMBER

507.537.2273

Project Description

Summary Narrative

REFER TO YOUR FY19, SUMMARY NARRATIVES PARTS ONE AND TWO IN ANSWERING THE FOLLOWING QUESTIONS:

1) HOW DOES YOUR CONSORTIUM APPLICATION PROPOSE TO USE YOUR LOCAL NEEDS ASSESSMENT TO SUPPORT THE CAREER AND TECHNICAL PROGRAMS SELECTED?

The comprehensive local needs assessments will drive and support the direction of the Minnesota West Perkins plans. We will use local needs assessment to support, develop and improve career and technical education by filling gaps in existing courses, meeting student interest and needs as well as meeting regional economic needs. While officially, the Minnesota West Consortium has not completed a CLNA for the Perkins application as of yet, we employ a number strategies that lead to determining local needs. This includes surveys of freshmen, sophomore and juniors every three years as well as administration to determine what CTE courses are being offered, not offered and are of interest. A second strategy is utilizing advisory boards, LYFTPathways Advisory boards, President's advisory board, program advisory boards, and SWMN PIC youth council. Our partnerships in SW MN have offered infinite opportunities to collaborate, discuss, and examine both student and industry needs of our region.

The Minnesota West Consortium does and will continue to utilize hard data surrounding student success, student outcomes and labor market data as well as use the collaboration that already exists through advisory boards.

2) HOW DOES YOUR CONSORTIUM APPLICATION REFLECT THE INCREASED ATTENTION ON RECRUITMENT AND RETENTION OF TEACHERS?

Schools are filling vacancies with community experts, which isn't ideal, but it is ensuring courses are available for students. Many of the new collaborative courses are being taught as PSEO courses through Minnesota West, so variances aren't required. Unfortunately, this also means that their programs cannot be approved for the CTE levy. The Service Cooperative is helping schools get their new programs approved when possible. Through the LYFT grant, more industries are getting directly involved in the classroom as presenters allowing them to share their knowledge without becoming full-time instructors.

MN West CTC hires many faculty directly from business and industry. The minimum educational requirement for career, technical and professional credential fields shall be based on established industry standards and accepted higher education standards. The occupational experience requirement for CTE faculty shall be two full-time years (or equivalent) of verified related paid work experience in their specific credential field; more than two full-time years (or equivalent) may be required for a particular field. In order to assure recent occupational experience in the field, one year of this work experience shall be within the five years immediately preceding the date of application for the credential field. In some cases, licensure or certification in the field is required as is the case with nursing. Efforts to retain CTE instructors include Center for Teaching and Learning which is faculty-led programming for personal and professional growth along with required courses in Instructional Strategies for Community and Technical Colleges, Assessment and Evaluation of Student Learning for Community and Technical Colleges, and Curriculum Planning and Design for Community and Technical Colleges. Advertising is directed to diverse groups through a variety of media including industry associations.

Within the consortia, there are three initiatives to "grow our own" teachers. These include Introduction to Education courses at Minnesota West, Southwest Minnesota State University and Teacher Cadet courses at a number of the secondary schools within the consortia.

As more community experts start teaching our shared CTE courses, we are finding they would benefit from learning student engagement skills. Professional Development opportunities will be offered through the Service Cooperative to teach teachers practical tips and strategies for the classroom to go along with their content knowledge.

3) IF YOUR CONSORTIUM IS PROPOSING MAJOR CHANGES TO YOUR FY19 SUMMARY PART ONE OR TWO IDENTIFY THE QUESTION WHOSE RESPONSE YOU ARE CHANGING AND DESCRIBE THE CHANGE BELOW.

The Minnesota West Consortium is not proposing any significant changes to our FY19 summaries for the FY20 application.

COMMENTS FOR REVIEWER

Goal 1: Designing and Implementing Programs of Study

DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V. IN ADDITION, DOCUMENT YOUR PROGRESS AND PLANS ON DESIGNING, IMPLEMENTING, AND IMPROVING YOUR PROGRAM OF STUDY (POS). PROGRESS AND PLANS SHOULD INCLUDE PROVIDING PROFESSIONAL DEVELOPMENT, INITIATING LOCAL NEEDS ASSESSMENT, TECHNICAL SKILL ASSESSMENTS (TSAS) AND/OR INDUSTRY RECOGNIZED CREDENTIALS.

THE CONSORTIUM MUST BALANCE THE LOCAL NEEDS ASSESSMENT AND THE EXPECTATION THAT ALL LEARNERS HAVE EQUITABLE ACCESS TO CAREER OPPORTUNITIES.

THE GOAL BY 2022-2023 LOCAL APPLICATION IS TO HAVE EACH CONSORTIUM PROVIDE OPPORTUNITIES-POS- IN ALL SIX CAREER FIELDS. POS IS DEFINED AS "COORDINATED NONDUPLICATIVE SEQUENCE OF ACADEMIC AND TECHNICAL CONTENT AT THE SECONDARY TO POSTSECONDARY LEVEL."

RESOURCE: PERKINS V SECTION 3 (41). AGAIN, THE SEQUENCE MUST INCLUDE BOTH THE SECONDARY AND THE POSTSECONDARY CONTENT.

GOAL 1:

7 Programs of Study have been identified- Animal Systems, Accounting, Facility and Mobile Maintenance, Child Development, Network Systems, Health Informatics, and Manufacturing Production. Introduction to Education courses through the LYFT Pathways project will allow Education to be the next possible program of study. Additional CTE programs are being offered at the college level- Health Information Technology, Precision Machining, and Mechatronics as a result of regional needs assessments, labor market information, and advisory board recommendations. Carpentry is now offered in the form of certificate and diploma program. Students from the Pipestone high school can participate as juniors and seniors and complete a full certificate at the time they graduate high school. MN West will be working with area contractors, lumber yards and the city of Pipestone to meet an area shortage of carpenters as well as possibly rehabbing a number of properties. Any credits completed successfully transition to either the certificate or diploma. The resurrection of the Plumbing and HVAC will also be available to high school students as those programs will return to Minnesota West CTC, Fall 2019. Additionally, Minnesota West CTC is expanding their existing Powerline Program and Dental Assisting Program. Powerline will now be offered in both Jackson and Granite Falls. Dental Assisting will be offered in both Canby and Luverne.

High school students in the consortium have opportunities to earn credit through articulation, contracted PSEO, traditional PSEO, and CIS courses. Area school districts offer several sections of college courses to students in the high schools along with over 1,100 students participating in traditional PSEO. In recent years, there has been an expansion of early college credit with Marshall Area Technical Education Center offering a 16 credit Welding Certificate and CNA. Additional courses offered hybrid and through new Career Academies include Introduction to Medical Careers, Information Technology Concepts, Basic Mechanics, CNA, Introduction to Manufacturing and Engineering, Intro to Education, and Carpentry. All new collaborative CTE courses offer college credit, either through PSEO or articulation.

MN West is a member of the Southern Minnesota Region Articulation consortium which offers a warehouse for all articulated college credit certificates available in the 17 participating consortia.

The consortium continues to expand its POS and has held many meetings with school administration, counselors, and CTE instructors to develop a sequence of courses in new pathways. Secondary teachers and counselors maintain the MNPOS website. Many districts' course catalogs are designed around the career fields as are the 3 Career Expo events held each school year. Advisory boards, labor market data and survey results from high school students from area high schools looking to share CTE programs were considered in the MN West Consortium's aggressive campaign to regrow career and technical education in the region. Data collected showed overwhelming interest and support for Construction, Health Careers, Law Enforcement, and Manufacturing courses. The ongoing surveys and meetings also led to the development of Mechatronics and Health Information Technology Programs and a complete restructure of Law Enforcement curriculum. The consortium has high school course offerings in Introduction to Health Careers, Medical Terminology, Nursing Assistant, Welding, Introduction to Mechanics, College Prep, Information Technology Concepts, Introduction to Manufacturing and Engineering, and Intro to Education that translate as articulated credit or regular college credit.

Teachers may use Perkins funds to purchase supplements to enhance math, language and science curricula. Technical skills are enhanced through updating specialized technology and equipment whether using Perkins funds or other funding mechanisms such as donations. CTE programs also rely heavily on advisory boards and industry partners for direction and areas of improvement. Students are encouraged to participate in competitive activities which also enhance skill attainment. The SWWC will continue to offer professional development to teachers willing to explore additional methods to improve math and reading skills in their courses.

Teachers are surveyed annually to determine their training needs. Annual meetings for teachers based on discipline are held to allow teachers an opportunity to network and learn from each other. Faculty members at the college complete course assessments every semester in which they assess their own professional development needs. IDEA surveys are also used with faculty that help to determine development needs. Both secondary and post-secondary faculty can utilize Perkins funds for the CTE Works conference. They also have the option of faculty development dollars as well as tuition waivers to enhance their skills.

Technical Skill Assessments are administered to students who participate in courses that cover enough breadth and depth. Precision Exams offers many of the assessments the consortium needs but not all. The college currently utilized NOCTI testing in Diesel Mechanics, Electrician, Administrative Assistant, and Power Sports.

Minnesota West CTC, SW MN Private Industry Council, and SW Adult Basic Education launched the Career Pathways Program (CPP) in 2003. The grant-funded special project initially targeted unemployed, underemployed and ESL individuals. Over the past 15 years, the partnership has grown and evolved to meet the needs of the residents and workforce of SW MN raising more than \$1.5 million dollars. The CPP is an example of shared responsibility and understanding each partner's role. MN West offers technical skills program, credentialing and industry-recognized training. ABE provides support in basic skill instruction, literacy and comprehension skills development. ABE instructors also serve as mentors and tutors to learners. SW MN PIC is our central point of contact for CPP students and provides assistance with employment, career counseling, resume preparation, and job search and placement.

Students have the opportunity to participate in a variety of experiences that allow them to explore industries including job shadowing, classroom presenters, internships, externships, worksite visits, field trips, clinicals, and the Career Expo.

Schools throughout Minnesota lack the counselors needed to provide all students with adequate career guidance services. Some activities and programs schools and agencies in the MN West Consortium are using to meet that need include Ramp-Up to Readiness, the Career Expo, formalized pathways system for schools in the United Way Career Academies grant, and MCIS. Staff from the Private Industry Council offer individualized career services for students participating in the collaborative CTE courses as well as students at the college. Prospective students and current students for Minnesota West CTC as well as students involved in CPP all have access to Career Scopes. Students admitted to the college are assigned an advisor as well. Advisors are not counselors but work with students to make informed course, career, and transfer decisions.

Industry standards and input from our employer partners help schools determine the types of CTE programs that should be offered, as well as the academic and workplace skills they most need in new employees. Many careers require students to be highly skilled in science, math, and English. Because we have two of our college partners (Minnesota West and SMSU) that are among the leaders in PSEO and concurrent enrollment delivery, many high school students are dually enrolled in high school and college courses. In fact, some students are achieving AA, AS, and AAS degrees, Diplomas and Certificates before they officially receive their high school diplomas. As we move forward with more formalized career pathway development, we want to make sure students and their parents can see the alignment between the students' career goals and the CTE and core academic courses they should be registering for in high school.

COMMENTS FOR REVIEWER

Goal 2: Partner with business industry, and local communities

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**
- **EXAMPLES SHOULD INCLUDE, ADVISORY COMMITTEES, PARTNERSHIPS WITH ADULT BASIC EDUCATION (ABE), BUSINESS AND INDUSTRY, WORKFORCE CENTERS, AND CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSOS).**
- **EXPERIENTIAL LEARNING AND FORMAL WORK-BASED LEARNING EXPERIENCES WITH BUSINESS AND INDUSTRY SHOULD BE DOCUMENTED.**

GOAL 2:

The Minnesota West Consortium has a long-standing tradition of collaboration with business, industry, and local community resources. We do not anticipate major changes as we transition to Perkins V. A number of partners collaborate to offer the Career Expo at SMSU, Minnesota West and Fairmont High School. These include the SWWC Service Cooperative, SMSU, Minnesota West, and almost all 38 schools in the consortium. The Yellow Medicine Integration Collaborative (YMIC) consists of 6 area high schools. Minnesota West partners with YMIC every year to host a 9th grade day, in which all 9th graders from the schools visit either Granite Falls or Canby campuses to explore the many career and education opportunities Minnesota West has to offer. Events such as these allow students their earliest exposure to career opportunities. Last year, approximately 2300 students were impacted. Another well-established partnership is that of SW ABE, SW MN PIC, and Minnesota West in the Career Pathways Program. Consortium staff sit on the board of the SW MN Youth Council. The Youth Council includes representatives from a variety of organizations who work to transition youth from high school to college and careers and ensure access to services they need to be self-sufficient. Student services advisors have connections with area high school counselors in which they participate in transition planning for students on IEP's and 504 plans when appropriate. The clearest example of a successful collaborative effort is the LYFT Pathways Initiative. The region received a \$3 million legislative grant to help support the creation or expansion of CTE courses. Since its inception over 600 students have been served in courses not previously available or offered. Some of the courses being offered through the initiative include: Introduction to Medical Careers, Medical Internships, Pharmacy Technician, Aquaculture, CDL, Flight School. A website, www.lyftpathways.org, was created as a resource for schools and businesses interested in partnering to develop shared career and technical education programs using these grant funds. In order to receive these funds, schools must partner with at least one other high school, develop a new or expand a course, meet regional labor market needs, offer hands-on learning opportunities, and partner with at least one business. One unexpected result of these collaborations is a monthly phone conference where partnering agencies, employers, and educators discuss jointly, beneficial activities taking place in the region, work on finding solutions to fill job openings, etc.

Each approved program has an advisory committee that is expected to meet a minimum of twice a year. These committees are instrumental in directing the path each program will take and advise programs regarding technology needs and upgrades. While Perkins funds are used to upgrade technology and equipment, we encourage CTE programs to work with their advisory boards and partners for donations. The advisory committee was crucial in the development of the LYFT Pathways Initiative. Secondary, post-secondary, Work Force partners, and local business leaders provided guidance throughout the development of the initiative and continue to provide such leadership. Since then several partners and employers have participated in classroom activities and provided job shadowing opportunities for students. As additional healthcare courses are added around the region and new courses in Information Technology and Engineering/Manufacturing are developed, advisory committees will be called upon again. The consortium has always held joint secondary and post-secondary annual meetings as a means to strengthen connections between the two. A region-wide advisory committee is being implemented to create one large advisory committee and will minimize meetings and ensure more advisory meetings are held. Advisory committees will be explored as new programs are created such as Carpentry in which the instructor will be teaching both secondary and post-secondary students.

Many districts provide opportunities for career job shadowing and internships. In FY19, an internship course was created for the Medical pathway giving students a more in-depth career exploration experience. At the college level, 15 CTE programs, typically more than 300 students, participate in internships, externships, clinicals, and field experiences. Other programs such as Electrical and Wind encourage internships but do not have it as a formal part of the curriculum. High school and college students also have the opportunity to participate in skill-based competitions and student organizations such as Skills USA, BPA, Student Senate, FCCLA, FFA, HOSA, which expose students to aspects of their respective industries.

COMMENTS FOR REVIEWER

Goal 3: Improve Service to Special Populations

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V NOTING THE NEW CATEGORIES OF SPECIAL POPULATIONS.**
- **IN ADDITION, DOCUMENT YOUR STRATEGIES TO ENSURE ACCESS AND SUCCESS OF NONTRADITIONAL AND SPECIAL POPULATES IN CTE.**
- **EXAMPLES SHOULD INCLUDE PROFESSIONAL DEVELOPMENT AROUND CAREER ADVISEMENT, CULTURALLY COMPETENT CURRICULUM REVISIONS, AND OUTREACH EFFORTS TO RECRUIT AND RETAIN SPECIAL POPULATIONS OF STUDENTS.**

RESOURCE: PERKINS V SECTION 3 (48)

SPECIAL POPULATIONS: INDIVIDUALS WITH DISABILITIES, ECONOMICALLY DISADVANTAGED INCLUDING LOW INCOME YOUTH AND ADULTS, INDIVIDUALS PREPARING FOR NON-TRADITIONAL FIELDS, SINGLE PARENTS INCLUDING SINGLE PREGNANT WOMEN, OUT OF WORKFORCE INDIVIDUALS, ENGLISH LEARNERS, HOMELESS INDIVIDUALS, YOUTH WHO ARE IN OR HAVE AGED OUT OF FOSTER CARE SYSTEM, YOUTH WITH A PARENT WHO IS A MEMBER OF THE ARMED FORCES AND IS ON ACTIVE DUTY.

GOAL 3:

The many ongoing and new partnerships within the Minnesota West Consortium lend to the support and advocacy of special population students. Students involved in any Career Pathways Program have access to any of the partners and their resources. This access includes a wide gamut of services and resources from tutoring, career counseling, training, literacy and comprehension skills development, to job readiness skills. The LYFT Pathways Initiative and creation of the K-12 Collaboration Manager position are other strategies to expose students to nontraditional programs and career options. College Prep and Intro to Education courses are now being offered for high school students as another avenue to gain interest in secondary, post-secondary education and teaching careers. The Blue to Brown collaboration was also created as a way for students to access post-secondary education that are not ready to start at a four-year institution. Minnesota West CTC also provides transportation between the Jackson and Worthington campus so students can access both CTE and general education courses. The Canby and Worthington campuses both have on-campus housing.

Within the consortium, a number of events are held that expose area students to a variety of non-traditional careers through hands-on activities. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The annual Career Expo introduces high school sophomores and juniors to non-traditional careers through a Career Game Show. College Knowledge Day, Technology Day, 9th Grade Day, Scrubs Camp, Transportation Industry Career Exploration, and Extravaganza are additional events geared towards exposing students to career options they may not otherwise consider.

CoderDojo and Girls that Code is a global organization that that was founded to close the gender gap in technology serving 12-18-year-olds. Minnesota West CTC hosts this group on the Worthington campus facilitated by one of the Computer Science/Math instructors. Students have the opportunity to attend once a month to solve world problems through code thereby practicing and experiencing the world of Computer Science.

Other resources Minnesota West CTC employs to enhance student success and experience include: Grades First, Student Advising and Registration days for new students, Get Connected Day at the onset of the fall semester, and content reader in Brightspace, as well as general education course tutoring. Courses are also offered in a number of formats to assist with the varied needs and experiences of our students. Math courses at Minnesota West CTC are offered in hybrid formats to meet student needs. They are offered in on-campus formats, live via Adobe Connect for students unable to be on campus, and completely online with the option to view recorded lectures.

A new initiative Minnesota West CTC will embark on in FY20 is a needs assessment for special populations. Minnesota West currently employs 5 student services advisors. These individuals are responsible for a number of things including arranging accommodations for students with disabilities and support to students that fall within special populations. However, they are not counselors or social workers. As an institution, we have identified a need to better understand the needs of our special populations and exploring the possibility of positions to serve them. The plan will start with a consultation with SWWC Coop.

Project Discovery is a state-approved transition disabled program that offers career exploration activities for special needs students. Project Search is a nationally recognized transition high school that takes places completely at a local worksite. Students participate in classroom instruction, career exploration, and hands-on training through a variety of worksite rotations. Project Search students receive transportation assistance from their high schools. Following graduation from the program, they receive services from Vocational Rehabilitation counselors to ensure a smooth transition to the workplace.

Students with special needs who are enrolled in the Introduction to Medical Careers course receive special accommodations. Perkins funds can be used to purchase equipment to reduce barriers for students with disabilities.

All special education students in the Minnesota West Carl Perkins consortium service region have a formal Individualized Education Plan (IEP) that is developed by a team of school and agency professionals in partnership with the student and his/her family. The IEP is designed to establish any reasonable accommodations that need to be provided for MCAs and other high stakes tests for the student. A number of schools in the consortium utilized the Minnesota Early Indicator and Response System (MEIRS) to identify students (regular education, special education, EL, etc.) that are not on course for meeting the milestones that will help them reach the goal of graduation in 4 years. The Minnesota Department of Education and the Regional Centers of Excellence (of which the Southwest West Central Service Cooperative is one of the host sites) are collaborating with the Midwest Comprehensive Center to modify and enhance the early warning and intervention monitoring process.

Transition experiences like the Career Expo, job shadowing, and careers classes are available to all students. Schools use the Minnesota Career Information System to help with transition planning which is designed for all students. Some districts have purchased the MCIS for Special Education package as well. All students at the college level must meet satisfactory academic progress regardless of status. This is in accordance with Minnesota West Policy Chapter 2 - Students 2.9 Satisfactory Progress Standards: Minnesota West Community & Technical College adheres to Minnesota State Colleges and Universities' policy of maintaining an open door admissions policy, assessing students, and providing developmental coursework and other programs of assistance to support student success. However, students must perform at an acceptable academic level and program completion level to continue enrollment and be eligible to receive financial aid. Minnesota West Community & Technical College is a publicly supported institution and has an obligation to follow rules and regulations set forth by the state and federal government by providing documented accountability of the taxpayer's investment in education by closely monitoring all students' academic progress.

Labor Market information, as well as direction from advisory boards, is used to align programs and courses. Our business partners have also been committed to conversations on how to provide access to curriculum and programming that lead to occupations and jobs in high demand and high wage areas. As a result, the consortium has worked to develop coursework in a number of formats. Some examples include the Introduction the Health Careers in which high school students complete coursework at the high school and the college while participating in field visits. Marshall Area Technical Education Center and the SWMN CPP offer co-mingled coursework in Welding and CNA in order to ensure appropriate enrollment size can be attained. Coursework, in a number of programs, at MN West is offered at varying start dates in hybrid models.

Career and technical education programs are continually evolving. The current and future programs will require students to have strong academic and technical skills, so they are prepared for the demands of the modern workforce. Career and technical advisory committees, which include industry representatives, are helping schools determine the types of academic, technical and 21st-century skills that students will need to be successful in post-secondary education and careers. Schools are using this information to develop more formalized pathway programs, so students and their families can see the alignment of challenging academic and career and technical courses, and industry-based skills standards with the careers that support our local and regional economies. Many of the high schools in the consortium are very small and offer a limited number of electives. As a result, most of the students are participants in career and technical and rigorous academic courses during their high school careers. Many of the career and technical courses are designed to integrate academic content into their curriculum. Again, at the college level, a student's status within the special populations category is not divulged to anyone that does not have a need to know. Students meeting criteria for special populations follow the same program outline as any other student.

As a consortium partner, the Private Industry Council provides services to many secondary special population students. Students who are considered at-risk (homeless, low-income, pregnant-parenting teens, etc.) are eligible for paid work experience opportunities, education grants, career assessments, and child care assistance.

The SWWC Service Cooperative offers hundreds of professional development opportunities to school districts each year. Many of those workshops are specifically designed for instructors and paraprofessionals who work with special needs students. Districts are invited to annual MCIS trainings to learn more about career portfolios, local application funds can be applied for so teachers can attend any professional development workshops they need including the CTE Works Summit.

COMMENTS FOR REVIEWER

Goal 4: Continuum of Service Provision for Enabling Student Transitions

DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.

EXAMPLES SHOULD INCLUDE EARLY COLLEGE CREDIT OPPORTUNITIES, ARTICULATION AGREEMENTS, CAREER AND COLLEGE READINESS ACTIVITIES, TRANSITION OF ADULT LEARNERS INTO THE WORKFORCE, AND BROKERING WITH OTHER CONSORTIA.

GOAL 4:

The Minnesota West Consortium prides itself on our ability to partner with school districts, business, community organizations, and educators. In doing so, we have been able to offer varied and flexible scheduling and programming to students.

The LYFT Pathways Initiative was established to create career and technical education opportunities to area high school students. Currently, the initiative offers over 20 courses in career and technical education with 35 school districts participating. Prior to LYFT, these 20 offerings did not exist. Students in these courses receive college credit that moves directly into a program at Minnesota West, can be used as electives, or can be articulated credits. These academies are hybrid, hands-on courses that match local and regional labor market needs. Also, created as a result, is a new position hosted by both Minnesota West and the SWWC Coop; K-12 Collaboration Manager. The position's intent is to manage the many partnership initiatives including concurrent enrollment, Center for College Readiness programs and services, PSEO, Career Academies, and other K-12 enterprises and strategies.

Minnesota West CTC works with a number of businesses to train their staff and have worked diligently to meet their needs through hybrid offerings (lectures online or adobe connect and recorded and labs onsite) and flexibility in course start dates. The entire math department along with some Biology, Mechatronics and Spanish classes offer courses in hybrid formats so students can participate face to face onsite, face to face via Adobe Connect, or view recorded lectures.

Minnesota West CTC has partnered with the Pipestone High School to offer Carpentry to both HS and traditional students. High school students participating fully over the 2 years earn a 16 credit Carpentry Certificate that would transfer into the Diploma program, although all credits go towards the diploma. In FY20 students will be able to earn credits in Plumbing and HVAC at the Pipestone campus.

Consortium schools offer a variety of college credit options to help students transition to college and careers which include articulation, CIS, and PSEO. Regional articulation agreements are an example of how consortia work together to offer credits between colleges. 18 consortia are members of the Southern Minnesota Articulation agreements. Students can redeem credits at a variety of colleges throughout southern Minnesota. A POS in Animal Science was created through brokering with Ridgewater College. Minnesota West CTC consistently offers over 30 college courses in the high schools serving, 50+ school districts including home school partners and over 1,000 PSEO students. Marshall Area Technical Education Center (MATEC) offers college credit curriculum to students in CNA (3 cr), Medical Terminology (2cr), and Welding (16 cr) at their facility. They are continuing to explore other CTE offerings.

The Southwest Minnesota Career Pathway Program offers college credit and certification in 6 areas including CNA/Home Health Aide, Medical Terminology, Community Health Worker, Community Interpreter Certification, Welding, and Commercial Driver's License. Adult welding students have been afforded the opportunity to complete their welding certificates at the MATEC center beyond participation in the CPP courses the past three years. The Montevideo ALC continues to work with the Granite Falls campus to offer Welding to their students.

A number of activities and services are offered to traditional and nontraditional students to enrich their transitions. Students in the high schools, with IEP's and 504 plans, work with their schools on transition planning. Often Minnesota West CTC advisors are invited to those transition meetings to discuss possible barriers and needs and accommodations while in college. Students attending post-secondary, with documented disabilities, who identify work with a designated student service advisor on their campus to ensure a continuum of services. A joint advisor works with both the CNA and Welding students at MATEC for services, career exploration, admissions, financial aid, etc. Minnesota West CTC requires all new incoming students participate in an Advising and Registration Day before starting. The intent is to ensure all needs are met and questions answered prior to the first day of the semester. Upon starting, new and returning students participate in Student Success Boot Camps and our annual Get Connected Day. Students are also offered our Freshman Seminar course, ideally to be taken their first semester. The course is geared towards college experience and success, time management, study skills, health, and career exploration.

Other activities the consortium offers that promote transition include Breaking Traditions, Career Expo, 9th Grade Day, Extravaganza, Program Shadow Days, Scrubs Camp, CoderDojo, Transportation Industry Career Exploration, Technology Day, College Knowledge Days and Financial Aid nights to name a few.

A number of organizations work directly with Minnesota West CTC to train their existing workforce. These include AGCO, JBS, Case IH, Schwans, and Monogram Meats. These adult learners transition back into roles with their employers. Many adult learners come to Minnesota West CTC currently working with Workforce/PIC and continue to do so while attending. Minnesota West CTC offers College Central to students which is a comprehensive employment resource. Faculty in our CTE programs at Minnesota West CTC have come from and worked in industry and tend to be very well connected. They are often the best connector for students to industry and frequently have employers in to recruit and speak with students.

COMMENTS FOR REVIEWER

Goal 5: Consortium Governance

DESCRIBE YOUR CONSORTIUM'S CONFIGURATION, SYSTEMS, AND OPERATIONS. PUTTING STUDENTS' NEEDS FIRST, WHAT ACTIONS WILL YOU TAKE DURING THE TRANSITION YEAR TO ADDRESS THE 2020 CONSORTIA CRITERIA?

BE BOLD, INNOVATIVE, AND FOCUSED ON CONTINUOUS IMPROVEMENT AND PROVIDING EQUITABLE ACCESS.

IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:

- **IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**
- **MINIMUM OF ONE SCHOOL DISTRICT + ONE POSTSECONDARY MINNESOTA STATE COLLEGE**
- **MINIMUM OF 6 PROGRAMS OF STUDY**
 - **OF THESE 6 PROGRAMS OF STUDY, A MINIMUM OF 4 CAREER FIELDS MUST BE REPRESENTED**
 - **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 MOST RECENT DATA YEAR) OR GREATER THAN 1800 FYE AT THE POSTSECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR)**

GOAL 5:

The Minnesota West Consortium is made up of 38 secondary school districts and Minnesota West Community and Technical College. The SWWC Service Cooperative, Minnesota West Community and Technical College, and the Minnesota River Valley Education District jointly administer the Minnesota West Consortium Carl Perkins grant. A secondary-post secondary liaison is jointly employed by the college and Service Cooperative to serve as a link between the secondary and post-secondary CTE programs. There is also a designated post-secondary individual that oversees Perkins activities at that level. Joint yearly planning meetings are held to discuss the Perkins application. This relationship has also helped facilitate an increased number of joint staff development experiences between faculty, articulation agreements, improved career pathways, student competitions, and career exploration activities.

Currently, the consortium has programs of study in each of the 6 career fields. Previously we were not able to provide a program of study in the health careers field, however, with the newly established LYFT Pathways Initiative, the consortium can now offer this POS. It is initiatives such as this that we will continue to foster to ensure equitable access for students as well as growth and improvement of career and technical education in the region.

With the launch of the LYFT Pathways Initiative came the creation of the Rural CTE Advisory Committee. Members include representatives from ABE, DEED, secondary and post-secondary educators and administrators, regional development commissions, workforce development, both MN West Consortium and Mid Minnesota Consortium partners, regional businesses and the Southwest Initiative Foundation. This advisory board is charged with shaping the direction, growth, and improvement of career and technical education in Southwest and West Central Minnesota. While this group was established as a result of the LYFT Pathways Initiative grant, it would be our intent to continue the group, beyond the grant, to serve as a regional voice for career and technical education.

COMMENTS FOR REVIEWER

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 | 7,000.00 |
| (POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with workforce Centers | 7,500.00 |
| Postsecondary Subtotal | 14,500.00 |
| (SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers | 5,600.00 |
| (SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers | 6,900.00 |
| Secondary Subtotal | 12,500.00 |
| TOTAL | 27,000.00 |

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 1

Career Pathway 1

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Business, Management, and Administration

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Business Management, and Administration

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Business Financial Management and Accounting

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

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.

Approved Program- 140100

| |
|-----------------------------------|
| Adrian High School |
| Benson High School |
| Canby High School |
| Comfrey High School |
| Dawson-Boyd High School |
| Fairmont Area Schools |
| Fulda High School |
| Lac qui Parle Valley High School |
| Lakeview High School |
| Luverne High School |
| Marshall High School |
| Minneota High School |
| Montevideo High School |
| Murray County Central High School |
| Ortonville High School |
| Springfield High School |
| Tracy Area High School |
| Windom High School |
| Worthington High School |

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Minnesota West Community and Technical College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)

- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

| | |
|---------------------------------------|------------------------------------|
| TSA | Precision Exams Accounting 1 (201) |
| 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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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 |
|---------------------------------------|-------------|---------|-----|
| TSA | NOCTI | | |
| Licensure | | | |
| Certification | | | |
| Industry Recognized Credential | | | |

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED):

Articulated College Credit

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 2

Career Pathway 2

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Agriculture, Food, and Natural Resources

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Agriculture, Food, and Natural Resources

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Animal Systems

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Veterinary Technology

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.

Program code: 019901

Fairmont High School

Redwood Area High School

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Ridgewater College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S)

| | |
|---------------------------------------|----------------------------|
| TSA | Precision Exams- Vet Asst. |
| 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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

| | |
|---------------------------------------|-----|
| Academic Award | AAS |
| TSA | |
| Licensure | |
| Certification | |
| Industry Recognized Credential | |

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

Articulated College Credit

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 3

Career Pathway 3

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Arts, Communications, and Information Systems ▼

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Information Technology ▼

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Network Systems

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Computer and Information Technology

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.

Program Code- 140710

Adrian

Luverne

Montevideo

Red Rock Central

Redwood Area

Renville County West

Wabasso

Windom

Yellow Medicine East

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Minnesota West Community and Technical College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

| | |
|---------------------------------------|-----------------|
| TSA | Precision Exams |
| 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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

| | | |
|---------------------------------------|--------------|--------|
| Academic Award | AAS | |
| TSA | | |
| Licensure | | |
| Certification | Security Pro | PC Pro |
| Industry Recognized Credential | | |

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

Articulated College Credit

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 4

Career Pathway 4

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Manufacturing

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Production

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Welding

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.

| | |
|------------------------------------|--------|
| Adrian High School | 171000 |
| Benson High School | 171000 |
| Canby High School | 19901 |
| Cedar Mountain High School | 19901 |
| Dawson-Boyd High School | 19901 |
| Edgerton High School | 19901 |
| Fairmont Area Schools | 19901 |
| Heron Lake- Okabena | 19901 |
| Hills/Beaver Creek High School | 19901 |
| Jackson County Central High School | 19901 |
| Lac qui Parle Valley High School | 19901 |
| Lakeview High School | 19901 |
| Luverne High School | 19901 |
| Marshall High School | 19901 |
| Martin County West Schools | 19901 |
| Minneota High School | 19901 |
| Montevideo High School | 171000 |
| Mountain Lake High School | 19901 |
| Ortonville High School | 19901 |
| Pipestone Area High School | 19901 |
| Red Rock Central High School | 19901 |
| Redwood Valley High School | 171000 |
| Renville County West High School | 19901 |
| Russell-Tyler-Ruthton High School | 19901 |
| Springfield High School | 19901 |
| Tracy Area High School | 19901 |
| Truman High School | 19901 |
| Wabasso High School | 19901 |
| Westbrook/Walnut Grove High School | 171000 |
| Windom High School | 19901 |
| Worthington High School | 19901 |
| Yellow Medicine East High School | 171000 |

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Minnesota West Community and Technical College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

| | |
|---------------------------------------|-----------------|
| TSA | Precision Exams |
| Licensure | |
| Certification | Certificate |
| 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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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 |
| TSA | | |
| Licensure | | |
| Certification | | |
| Industry Recognized Credential | | |

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

Articulated college credit.

State Skills USA competition.

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 5

Career Pathway 5

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Transportation, Distribution, and Logistics

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Facility and Mobile Equipment Maintenance

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Power Sports and Automotive Technology

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.

| | |
|------------------------------------|--------|
| Benson High School | 19901 |
| Canby High School | 19901 |
| Edgerton High School | 19901 |
| Fairmont Area Schools | 19901 |
| Heron Lake- Okabena | 19901 |
| Hills/Beaver Creek High School | 19901 |
| Jackson County Central High School | 19901 |
| Lakeview High School | 19901 |
| Luverne High School | 19901 |
| Martin County West Schools | 19901 |
| Minneota High School | 19901 |
| Montevideo High School | 19901 |
| Mountain Lake High School | 19901 |
| Pipestone Area High School | 19901 |
| Red Rock Central High School | 170303 |
| Renville County West High School | 19901 |
| Russell-Tyler-Ruthton High School | 19901 |
| Springfield High School | 19901 |
| Tracy Area High School | 19901 |
| Truman High School | 19901 |
| Wabasso High School | 19901 |
| Westbrook/Walnut Grove High School | 171000 |
| Windom High School | 19901 |
| Worthington High School | 19901 |
| Yellow Medicine East High School | 19901 |

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Minnesota West Community and Technical College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC,

- ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

| | |
|---------------------------------------|-----------------|
| TSA | Precision Exams |
| 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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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 |
|---------------------------------------|--------------------|----------------|------------|
| TSA | | | |
| Licensure | | | |
| Certification | | | |
| Industry Recognized Credential | | | |

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

Articulated college credits.

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 6

Career Pathway 6

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Support Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Nursing Assistant and Practical Nursing and Allied Health

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.

Program Code- 070300

Adrian

Jackson County Central

Lakeview

Luverne

Montevideo

Windom

Yellow Medicine East

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Minnesota West Community and Technical College

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL

| | |
|----------------------|--|
| TSA | Precision Exams-Preparing for College and Careers |
| Licensure | |
| Certification | MN Nursing Assistant Certification Competency Exam |

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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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 |
|---------------------------------------|--|-----------------------------|------------|
| TSA | | | |
| Licensure | | Practical Nursing Licensure | |
| Certification | MN Nursing Assistant Certification Competency Exam | | |
| Industry Recognized Credential | | | |

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

Intro to Medical Careers translates to either articulated college credit or actual college credit depending on which district offers it.

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 7

Career Pathway 7

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Human Services

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Human Services

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Early Childhood Development and Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Child 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.

Program Code- 090101

| |
|-----------------------------------|
| Adrian High School |
| Comfrey High School |
| Dawson-Boyd High School |
| Ellsworth High School |
| Fairmont Area Schools |
| Fulda High School |
| Heron Lake- Okabena |
| Lac qui Parle Valley High School |
| Lakeview High School |
| Luverne High School |
| Marshall High School |
| Minneota High School |
| Montevideo High School |
| Murray County Central High School |
| Ortonville High School |
| Pipestone Area High School |
| Redwood Valley High School |
| Russell-Tyler-Ruthton High School |
| Tracy Area High School |
| Windom High School |
| Worthington High School |
| Yellow Medicine East High School |

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Minnesota West Community and Technical College.

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)**
- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME**

(E.G., EMT-B)

NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

| | |
|---------------------------------------|------------------------------------|
| TSA | Precision Exams- Child Development |
| 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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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 | AS |
|---------------------------------------|-------------|---------|----|
| TSA | NOCTI | | |
| Licensure | | | |
| Certification | | | |
| Industry Recognized Credential | | | |

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

Articulated college credit.

Child Development AS degree is articulated to Early Childhood Education BS degree at SMSU.

COMMENTS FOR REVIEWER

Additional Documentation

ADDITIONAL DOCUMENTATION MAY BE UPLOADED HERE. THE REQUIRED UPLOADS ARE: STATEMENTS OF ASSURANCE, SECONDARY SUPPLEMENT 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 ASSURANCE:

doc09573620190514151345

SECONDARY SUPPLEMENTAL BUDGET:

FY20 Perkins Secondary Budget Summary spreadsheet

CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY

Carl Perkins Inventory Lists - FY20

ADDITIONAL MATERIAL:

doc09573720190514151449

ADDITIONAL MATERIAL:

ADDITIONAL MATERIAL:

Budget

Proposed Budget

| | Grant Funded | Total Budgeted |
|---|---------------------|-----------------------|
| Goal 1 | | |
| Postsecondary Non-Personnel | \$51,300.00 | \$51,300.00 |
| Subtotal | \$51,300.00 | \$51,300.00 |
| Goal 2 | | |
| Postsecondary Equipment | \$55,225.93 | \$55,225.93 |
| Postsecondary Non-Personnel | \$8,000.00 | \$8,000.00 |
| Subtotal | \$63,225.93 | \$63,225.93 |
| Goal 3 | | |
| Postsecondary Personnel (Salary and Benefits) | \$18,892.08 | \$18,892.08 |
| Postsecondary Admin (5% max) | \$8,500.00 | \$8,500.00 |
| Postsecondary Non-Personnel | \$56,131.19 | \$56,131.19 |
| Subtotal | \$83,523.27 | \$83,523.27 |
| Goal 4 | | |
| Postsecondary Non-Personnel | \$1,175.00 | \$1,175.00 |
| Subtotal | \$1,175.00 | \$1,175.00 |
| Goal 5 | | |
| Postsecondary Non-Personnel | \$3,000.00 | \$3,000.00 |
| Postsecondary Personnel (Salary and Benefits) | \$41,691.22 | \$41,691.22 |
| Subtotal | \$44,691.22 | \$44,691.22 |
| Total Proposed Cost | \$243,915.42 | \$243,915.42 |

Proposed Budget Narrative

Goal 1

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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

Competitions - \$6,000 NOCTI - \$1,300 Professional Development - \$14,000 Program Support for Plumbing & HVAC (may include equipment, professional development, curriculum, marketing and outreach activities - \$30,000

Goal 2

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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

CTE Outreach Activities including classroom or business presentations, career fairs, materials and equipment needed for such events.

Postsecondary Equipment

Upgrade of equipment or purchase of new equipment in CTE programs.

Goal 3

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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)

Salary & benefits for Theresa Ireland (28%)

Postsecondary Non-Personnel

Career Scope and Accuplacer for Career Academy students - \$2,000 Grades 1st (half) - \$15,000 Right Now (half) - \$4681.19 ReadSpeaker - \$1450.00 CoderDojo - \$5000 Intro to CTE - \$5000 Consultation/Contract for Needs Assessment for Special Populations \$23,000

Goal 4

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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

Regional Articulation website maintenance \$1,175

Goal 5

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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)

Postsecondary Personnel (Salary and Benefits)

Salary for Consortia Coordinator (half) \$41,691.22

Postsecondary Non-Personnel

Consortia Coordinator meetings, travel expenses.