



FY 21-22 Central Lakes Perkins Application

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

Submitted by Rebekah Kent

Submitted on 06/19/2020 9:33 AM 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

FY 21-22 Central Lakes Perkins Application

Total Amount of Award Requested

\$557,869.26

Primary Contact Information

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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.

Central Lakes College

Aitkin HS

Bertha Hewitt HS

Brainerd HS

Browerville Eagle Valley HS

Crosby Ironton HS

Freshwater Education District

Henning HS

Isle HS

Little Falls Area HS

Long Prairie-Grey Eagle HS

Menahga HS

Onamia HS

Pequot Lakes HS

Pierz Healy HS

Pillager HS

Pine River-Backus HS

Sebeka HS

Staples-Motley HS

Swanville HS

Upsala HS

Verndale HS

Wadena-Deer Creek HS

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.

The CLNA framework provides a comprehensive look at findings through stakeholder survey, review of Occupations in Demand and Labor Market Information, consortium concentration of CTE students in program areas, advisory board consultation, and other data sources. The collaborative efforts of the Northwest consortia allowed for the sharing of ideas and discussion across the region and to consider the similarities between them regarding workforce development needs, secondary and post-secondary issues of concern as well as develop a longer term plan for collaboration moving forward. Monies will be budgeted for future CLNA collaboration for the development of a Career and Technical Education (CTE) information video or power point. This information tool will seek to inform and allow for a comprehensive understanding of the why, what, and how career and technical education exists, and more specifically, provide an understanding of how federal Perkins transects with it.

The allowed use of budgeted funds for this effort will be to provide professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, and career guidance and academic counselors. Dollars will also be used to develop and implement evaluations of activities in carried out with consortium funds.

Upload your completed CLNA Framework
Central Lakes CLNA FINAL

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

Secondary: The number one need identified by stakeholders in the CLNA assessment was "CTE equipment and learning spaces need updating". Over time because of financial constraints many districts have not been able to keep up with the purchase of newer, state of technology equipment. (\$125,440.52 is budgeted for equipment requests in secondary). Supplemental funding requests from districts identified as offering one or more pathways in the seven state approved programs of study will be reviewed and considered. District's supplemental funding requests offering courses of study in an approved program but have not been identified as one of the seven state approved programs of study will also be considered. These programs include AFNR pathways in animal systems, plant systems, and power, and structural; Arts, Communication and Information systems pathways districts who offer courses in these areas under the business (140710) pathway (Aitkin, Bertha Hewitt, Brainerd, Little Falls, Pierz, Pillager, Pine River Backus, and Verndale; (171502) Brainerd, Little Falls, and Pequot Lakes; Health Science technology therapeutic services pathway (Browerville and Staples-Motley); and Human Services in the pathways of early childhood education and services (Aitkin, Brainerd, Crosby-Ironton, Freshwater Education, Isle, Long Prairie-Grey Eagle, Menahga, Onamia, Pequot Lakes, Pierz, Pine River-Backus, Staples-Motley, Sebeka, Verndale, Wadena Deer Creek).

Work based learning opportunities with work based licensed CTE instructors are found in the majority of the AFNR programs, four reside in the Business program and seven in Trade and Industry program. Funds allocated in the budget for this purpose will be to support professional development for instructors to pursue work based learning licensure through portfolio development and the structure and implementation of work based learning opportunities in the districts.

Need number two identified was "Professional development opportunities are limited". The intensity of CTE learning, time for instructors to enhance their skills, and lack of local funds are issues that have limited professional learning opportunities. Recognized technical skill assessments, aptitude assessments and industry credentialing opportunities will be offered as a measure of program quality across the consortium. Allocated supplemental funds will focus primarily on these areas.

Post-secondary: The greatest need agreed upon by post-secondary faculty, administration, and advisory boards was the need for more up-to-date equipment and technology for programs. \$86,001.76 of basic funds will be used to buy equipment for CTE programs. Faculty also reported that there is a great need for outreach activities for their program, such as career exploration opportunities to bring middle school and high school students to the college campus or college instructors visiting 7-12 grade classrooms. Post-secondary and secondary faculty all ranked the need for joint professional development opportunities very highly. Postsecondary funds will be concentrated on funding equipment for CTE programs, career exploration activities that bring students onto campus or allow faculty to visit 7-12 grade classrooms, and professional development opportunities, particularly ones shared with secondary instructors.

In addition to the seven approved programs of study, we may also spend funds to support equipment, professional development, career exploration, and/or work-based learning in agriculture; health care; arts, communication and information technology; and human services, including pre-social work, human services, and early childhood education.

- Any new programs of study your consortium will develop and submit to the state for approval

Secondary: districts at this point in time are seeking to maintain and increase student numbers in current programs of study.

Post-Secondary: CLC has an ongoing new program review process that looks at labor market information, wage data, occupations in-demand, and industry input. New programs developed through this process were the Culinary Arts program starting in Fall 2020, the Early Childhood Education Transfer Pathway, and the Pre-Social Work pathway. We are also developing a Human Services Transfer Pathway degree. CLC is also focusing on maintaining and growing our existing CTE programs.

- 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

Both secondary and postsecondary will partner with Bridges Career Depot to create career exploration videos, building on the work begun in FY20. Both secondary and postsecondary will provide financial support for 7-12 grades to college campus for a day to spend time in program areas.

Secondary CTE instructors have asked for the development of a template for in-house CTE showcases for their programs to show specifically junior high students the opportunities available in CTE programs.

To address special populations inclusion school counselors will work closely with Rural Minnesota CEP, Vocational Rehabilitation and the Veterans Center to identify these populations and assist them. Post-secondary will be using reserve funding to develop a virtual career exploration tool that can be used to better reach students in grades 7-12 that are not able to travel to campus and will include specific information for students in special populations to better meet their unique needs.

- 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.

Work completed last year on a continuous professional improvement grant allowed for the review of data on occupations in demand, student participation numbers in CTE programs, student club data, local employment data, program advisory board data, and meetings with industry partners. Through these efforts seven programs of study were identified. At the secondary level, implementation of action plan strategies started in early 2020 with the call for supplemental funding requests from the districts and review by the consortia leadership team. Upon grant approval requests over \$1,000 will be submitted to MDE as required. Other action plan elements will begin in August with the development of an annual schedule of meetings, workshops, and other activities listed as part of the plan. At the postsecondary level, all CTE requests for equipment were reviewed as part of the CLC budget review process. Perkins funding decisions were made via the budget team based on guidance from the CLNA, Perkins V law, and input from faculty, administration, and students.

Funds budgeted under this item in section 135 of Perkins V are career exploration and career development; professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, and career guidance and academic counselors; integration of academic skills; purchase of equipment and technology for programs of study including courses/ programs not identified as being one of the seven state approved programs of study; and the development and implementation of evaluations.

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.

In collaboration with local workforce development boards and agencies, describe how the consortium will provide:

- Career exploration and career development coursework, activities or services.

Almost all secondary districts have a careers class for ninth grade students. With the inclusion of grades 7 and 8 under Perkins V, these courses can now be offered earlier allowing for students to have an earlier understanding of CTE courses and programs. The consortium will work with the RC3 career counselors funded by WIOA and Sourcwell to provide career exploration opportunities in the 7-12 grade classrooms and on the CLC campus. The virtual career exploration tool being developed with the 15% reserve funding for innovative projects will be piloted through this group.

- 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.

Perkins coordinators participate on the regional Workforce Development Board, WIOA regional planning, and regional Occupations in Demand research.

- An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

The consortium is working Sourcwell, Bridges, and WIOA to aggregate our career exploration content and opportunities and jointly develop a strategy for career exploration across the consortium. Based on the results of the CLNA, the consortium will also develop a Career and Technical Education (CTE) information video or power point for secondary instructors, administrators, and counselors. This information tool will seek to inform and allow for a comprehensive understanding of the why, what, and how career and technical education exists, and more specifically, provide an understanding of how federal Perkins transects with it.

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.

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).

Secondary: as a quality measure the consortium will continue to support and encourage technical skill assessments for all program areas. Secondary instructors are using a pre-course assessment, a midterm assessment and post-term assessment to measure attained learning objectives. Instructors will make strategic changes to curriculum and instruction related to desired learning outcomes and industry standards. The application of multiple assessment methods this past year was reported to provide insight into student needs and support for their learning. Precision Exams YouScience and program advisory boards will provide instructors with support and guidance for industry standards and their integration into curriculum plans. District CTE instructors using TSAs, industry tests, etc. report a better understanding of the rigorous content and industry standards their courses and programs need to have and students need to learn. Improved academic skills and confidence in these skills is recumbent on the student however secondary instructors also work with other district instructors across the consortium on best practices, etc. These Stakeholder surveys indicated support for "collaboration with other educational partners and/or resources for assistance with individual students" and the "imbedding of reading/language arts and math standards in curriculum". Districts incorporating state approved Applied Math CTE courses have raised the overall math scores for their students on standardized tests. This measured approach to cross functional learning will be encouraged across the consortium between programs and instructors.

Postsecondary: The college will focus funds and efforts on enhancing the use of the industry-specific TSAs. We will also incorporate the Precision Exams including the Foundational Life Skills exam, where appropriate, to validate the essential skills (also known as soft skills). CLC will continue to work with program-specific industry advisory boards to ensure academic and technical skills are relevant to the career field. Most CTE programs include a math and/or communications/writing course within their pathway. Data from TSAs, the HLC Student Success Academy, the NAPE Equity Self Assessment, the Minnesota State Equity 2030 framework, and data from the CLC program assessments will be used analyze and make suggestions on how to improve the integration of academic skills with the technical skills.

Funds budgeted under this item in section 135 of Perkins V are career exploration and career development; provide skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations; integration of academic skills; and the development and implementation of evaluations.

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.

The consortium will work with our WIOA partners (RMCEP, Vocational Rehabilitation, and Veterans Services), secondary special education teachers and counselors, and others to provide additional career exploration support for students that are part of special populations. We are working with these partners to customized career exploration content and determine what strategies are best to reach and connect with individuals from each of the special populations.

We will continue to offer specific career exploration events for nontraditional students, such as the Women in Trades and Men in Health Care events. We will expand opportunities for students from nontraditional backgrounds or special populations to visit the CLC campus and spend a day embedded with CTE students and faculty, as historically this has proven to be one of the best ways to help students from special populations get a feel for college and help them to see themselves as a successful college student.

The consortium will use the NAPE Equity Self-Assessment tool both at the secondary and postsecondary levels and use it to guide our planning around equity practices in FY21 and FY22. WE will also ensure CTE is well represented and participating in the MinnState Equity 203 work and the CLC HLC Student Success Academy work that is focused on recruitment, retention, completion, and placement of all students, ensuring that we reduce and ultimately eliminate achievement gaps. Funding for the NAPE Equity Self Assessment is included in Narrative 10, Consortium Governance, as we will do this as a liaison team at our regularly scheduled meetings.

For funds budgeted under this item will be used for career exploration and career development, professional development for teachers and faculty, and to develop and implement evaluations of activities carried

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.

Secondary: work based learning opportunities are limited in the rural areas included in the consortium. Students and work based learning instructors' report that the financial constraints such as transportation costs for students and time away from the classroom to provide the supervision required create constraints that are difficult to overcome. The consortium has +/- ten instructors licensed for work-based learning. In our CLNA, instructors asked about the possibility of developing an inverted work-based learning experience in the school building. This could be accomplished through an entrepreneurial integrated classroom environment. With this, the consortium will continue to encourage and seek out work based learning opportunities with the understanding that the opportunities may not be equitable in terms of access for all CTE students across the consortium. Work based learning opportunities with work based licensed CTE instructors are found in the majority of the AFNR programs, four reside in the Business program and seven in Trade and Industry program. Funds allocated in the budget for this purpose will be to support professional development for instructors to pursue work based learning licensure through portfolio development and the structure and implementation of work based learning opportunities in the districts.

Postsecondary: College programs will continue their use of internships, job shadow opportunities, and service learning to help students gain industry-specific skills. Students also take on real customer work in many of their hands-on lab activities, such as customer vehicles in the automotive program and community projects in the welding program.

Funds budgeted under this item in section 135 of Perkins V are career exploration and career development; professional development for instructors and provide skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.

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.

The consortium will continue to support articulation agreements and opportunities for faculty from the secondary and postsecondary level to network, collaborate, and align curriculum. We will continue our work with CTEcreditMN. We will expand our articulation agreements to a broader statewide network of colleges and programs. We will research and implement best practices to have high school students actually use the articulation agreements.

We are also working on additional opportunities for CTE College in the Schools by working closely with postsecondary and secondary faculty and administration to ensure that credentials are met at each level.

During FY21, we will work with the liaison team to develop an action plan for how best to communicate early college CTE opportunities to all students and best practices for getting students to use the articulation agreements to gain the early college credit. We will develop a toolkit for early college outreach that can be used by college advisors and recruiters, high school teachers and counselors, and communications to students and parents. This will be included as part of the virtual career exploration toolkit.

For funds budgeted under this item will be used for professional development for teachers and faculty, integration of academic and technical skills into CTE programs of study, and to develop and implement evaluations of activities carried out with Perkins funds.

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

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

Our consortium has followed closely and fully supports through information sharing and professional development opportunities, licensure changes that have enabled out of field permissions for CTE instructors. The three-year window of time has been utilized to allow instructors to create portfolios for submission for tiered licensure as well as given them time to grow in the classroom. There are currently several who are in this process. Sourcewell-Teacher Recruitment for Central Minnesota is another resource for us as we support the recruitment and professional development of CTE education professionals. The action plan is currently active and will be continued going forward. Secondary funds are budgeted at (\$49495.28) for these efforts and related supplemental funding requests of technology, professional development, and other Perkins approved expenditures.

Funds budgeted under this item in section 135 of Perkins V are professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, career guidance and academic counselors and paraprofessionals.

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

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

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Secondary: the process for disparities or gaps in student performance will be addressed at the district level through the comparison of outcomes on the district's core indicator reports. If disparities or gaps are found, each district will be asked to develop strategies to reduce and eliminate the gaps.

Postsecondary: CLC CTE faculty and staff will participate in the Minnesota State Equity 2030 framework and the Higher Learning Commission Student Success Academy work to look at data and develop/implement strategies to eliminate the achievement gap for all subpopulations. We will continue to offer the AVID training to faculty, which is a proven method for reducing academic disparities.

Funds budgeted under this item in section 135 of Perkins V are integration of academic skills; and the development and implementation of evaluations.

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.

Describe your consortium's configuration, systems, and operations.

- The consortium's configuration includes Central Lakes College and twenty-two central area school districts. Systems include a secondary and post-secondary coordinator, a secondary fiscal host district, a consortium leadership team comprised of eight licensed CTE instructors representing different programs areas and the two coordinators; a liaison leadership team comprised of one representative from each of the twenty-two school districts, representatives from each of the CTE program areas at Central Lakes College and the two coordinators. Reporting non-members who join the liaison meeting include representatives from Bridges and Sourcewell. Four liaison meetings are held each year and four leadership team meetings are conducted each year. Meetings are led by the consortium coordinators following an agenda that team members are sent prior to the meeting. Agendas and meeting minutes are created and archived.

The governance structure includes collaborative decision making by the liaison/leadership team aforementioned related to budget, program planning and professional development opportunities. In February of the prior fiscal year the call is put out for supplemental funding requests to all MDE approved programs of study. At this juncture instructors are asked to discuss with the district administrators and advisory groups supplemental funding requests for the following year. These requests are then submitted to the consortium secondary Perkins coordinator using the forms required by the consortium and MDE to provide justification of the request. These requests are then reviewed by the leadership team as to determine if they meet Perkins funding criteria as an approved expense, are aligned with an approved program of study, that the instructor holds an approved CTE license, and if the request is supported by district need rationale and documented estimated cost. Decision making is done by consensus of these leaders on all requests. Requests are also supported and informed by advisory board minutes from the district.

Approved program strategies are operationalized at the consortium level and carried forward by the district members and the college. Fiscal consortium operations are aligned with UFARS at the secondary level and MinnState accounting standards at the post-secondary level.

At the postsecondary level, CTE department put forth their annual budget request based on feedback from advisory boards, industry trends, and college priorities. Budgets are reviewed by the administrative team to identify priorities aligned with available budget, and budget category priorities and regulations. Faculty, staff, and students are involved in budget prioritization conversations and the recommendation document identifying funding priorities and notes is available on the college SharePoint site for all employees to view. The CLC Student Senate also has access to these documents.

At both the secondary and postsecondary levels, the coordinators inform the consortium leadership teams and Central

Lakes College administrative team on the results of the CLNA and the goals of Perkins V to ensure alignment with the law and with identified priorities.

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.

- All secondary supplemental funding requests will be reviewed at the consortium level in a peer review process. Requests must be aligned with the program of study on record with MDE and must reflect need in the program verified by the district administration and others.
- The consortium will focus as many resources as possible to fund equipment and technology at the secondary and postsecondary levels, as this was the number one priority at both levels.
- Develop work groups and workshops for school counselors and others who advise students about the value and benefits of CTE learning and experiences.
- Contract with Precision Exams YouScience to provide unlimited access to TSA assessments for CTE students as well as other students looking to enroll in CTE courses including grades 7 and 8.
- Assist secondary CTE instructors with the strengthening of advisory boards and groups including cross functional groups across districts and the college.
- Host meetings with college faculty and CTE district instructors to collaborate, build relationships and connections, and obtain professional development experiences.
- Increase opportunities for secondary students to come to campus for CTE career exploration and for college faculty to visit high school learning sites. Develop activities for grades 7 and 8 to see CTE opportunities.
- In collaboration with other consortia in northwestern Minnesota, create training tools that can be used to facilitate a better understanding of: the criteria of size, scope, and quality of CTE programs and courses, supplemental funding requests, CTE levy, CTE licensure and its value to the district and its CTE programs, CTE licensure requirements and pathways to obtaining licensure for administrators, business office personnel and those responsible for reporting student numbers to MDE.

Funds budgeted under this item in section 135 of Perkins V are career exploration and career development; professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, and career guidance and academic counselors; and the development and implementation of evaluations.

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

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

(1) in—

(A) rural areas;

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

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

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

(2) in order to—

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

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

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

Secondary:

- Funds for individual secondary schools on CTE awareness events for grades 7 and 8. (\$15,000)
- Funds to develop, create and implement training tools that can be used to facilitate the understanding of CTE and Perkins V (collaboration with northwest region consortia) including travel and meeting costs associated with proposed work the counselors, business managers, secondary administrators, cost to develop communication tools, and mailing costs to stakeholders for evaluation follow-up. (\$5,250)
- Funds to support the create of career videos in high-skill, high-wage, or in-demand occupations for district schools to provide early glimpses of what CTE careers look like in the field. (\$15,000)
- Funds to support the purchase of equipment requests from districts. (\$15,321.04)
- Funds to support secondary coordinator administration/supervision of new Perkins activities by coordinator (\$11,274.20)

Postsecondary: CLC will use its reserve funds to support the two highest priority areas from the CLNA: equipment and program outreach/career exploration activities. The 15% required funds for innovative projects (\$35,847) will be used to develop the virtual career exploration tool that includes a 360 tour of the Brainerd Campus CTE programs. This builds on the FY20 funding that was used to develop the 360 tour of the Staples Campus STE programs. In addition to demonstrative what a college program is like, we will also include career exploration content from industry, Bridges Career Depot, Dream It Do It MN, and other resources to create a complete career exploration package that can be used by any 7-12 grade classroom. We will assess where there are career exploration content gaps and create content to fill these gaps. We will also customize the resource for various special populations so that we can increase student recruitment and success in CTE programs. The Staples tool that was created last year has been very well received and our partners are excited to expand to additional CTE programs and integrate the career exploration

and planning resources.

The remaining postsecondary reserve funds (\$25,998.24) will be used to purchase additional equipment for CTE programs.

Funds budgeted under this item in section 135 of Perkins V are career exploration and career development; and professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, and career guidance and academic counselors; and provide students with the skills necessary to pursue high-skill, high-wage, or in-demand careers.

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	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	13,000
Postsecondary Subtotal	13,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	10,500
Secondary Subtotal	10,500
TOTAL	23,500

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
Rebekah Kent	Postsecondary Coordinator	Postseoncdary		21%	\$32,213
Tajia Anderson	Post Secondary Enrollment Specialist	Postsecondary		22%	\$15,408
Mary Ward	Secondary Coordinator	Secondary	913	100%	\$46,780.00
Jordan Anderson	Secondary Administrative Support	Secondary		6%	\$4,812.29

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

Dean of Brainerd CTE and CT PD

Position Description

Anderson Tajia OASI Post Secondary Enrollment Specialist 09052018

Position Description

Perkins Secondary Coordinator position description 5.1.20

Position Description

Jordan Anderson Perkins Job 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.

Business, Management, & Administration ▼

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

Restaurants and Food/Beverage Services ▼

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

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

List high school(s) and program code here.

Aitkin, Brainerd, Pequot Lakes, Pierz, Pine River Backus, Staples Motley, and Verndale (090101) Pillager (140710)

Crosby-Ironton, Freshwater Ed District, Isle, Long Prairie, Menahga, Onamia, Sebeka, Wadena-Deer Creek

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.

Central Lakes College Culinary Arts 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			
Work-based Learning	N/A		
Licensure			
Certification			
Industry-Recognized Credential	Serv Safe Food Handler	Serv Safe Food Manager	

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		
Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential	Serv Safe Food Manager		

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")

- Industry Advisory Boards
- MDE review of program curriculum
- Technical Skill Assessments
- Employment statistics for graduates
- Higher Learning Commission accreditation
- CTE Program-specific accreditation
- Minnesota State system office review

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")

- WIOA Regional Plan
- Industry Advisory Boards
- MDE and Minn State review of curriculum
- Minnesota State Centers of Excellence consultation

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")

- MDE Program review
- Industry Advisory Boards
- Some CTE instructors are not licensed – one of our major strategies is to provide support to increase the understanding of why CTE licensure is important and to support strategies to get more teachers licensed.

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")

- Industry Advisory Boards
- Higher Learning Commission accreditation
- Program-specific accreditation
- Minnesota State program review

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

Component is present?

- Yes
 No

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

- Industry Advisory boards
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels

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")

- Increase in the number of licensed work-based learning instructors
- Industry Advisory Boards
- Secondary and Postsecondary curriculum review

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")

- WOIA Regional Plan
- Occupations in Demand
- Labor Market Information
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels
- Student numbers in programs

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.

140710

Aitkin HS
Bertha Hewitt HS
Browerville HS
Henning HS
Isle HS
Little Falls HS
Menahga HS
Pequot Lakes HS
Pillager HS
Pine River Backus HS
Sebeka HS
Wadena Deer Creek HS

Freshwater

Brainerd

Pierz

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.

Central Lakes College

Accounting AAS
Bookkeeping Certificate
Business Management 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	NOCTI	Precision Exam	
Work-based Learning	Freshwater Education, Pillager, Sebeka, Wadena Deer Creek		
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	Job Shadow, 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")

- Industry Advisory Boards
- MDE review of program curriculum
- Technical Skill Assessments
- Employment statistics for graduates
- Higher Learning Commission accreditation
- CTE Program-specific accreditation
- Minnesota State system office review

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")

- WIOA Regional Plan
- Industry Advisory Boards
- MDE and Minn State review of curriculum
- Minnesota State Centers of Excellence consultation

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")

- MDE Program review
- Industry Advisory Boards
- Some CTE instructors are not licensed – one of our major strategies is to provide support to increase the understanding of why CTE licensure is important and to support strategies to get more teachers licensed.

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")

- Industry Advisory Boards
- Higher Learning Commission accreditation
- Program-specific accreditation
- Minnesota State program review

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

Component is present?

- Yes
 No

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

- Industry Advisory boards
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels

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")

- Increase in the number of licensed work-based learning instructors
- Industry Advisory Boards
- Secondary and Postsecondary curriculum review

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")

- WOIA Regional Plan
- Occupations in Demand
- Labor Market Information
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels
- Student numbers in programs

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.

140710

Henning HS
Isle HS
Little Falls HS
Menahga HS
Pierz Healy HS
Pillager HS
Pine River Backus HS
Sebeka HS
Verndale HS
Wadena Deer Creek HS

Aitkin

Bertha-Hewitt

Brainerd

Browerville

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.

Central Lakes College

Business Management
AAS
Office Assistant 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	Freshwater Education, Pillager, Sebeka, Wadena Deer Creek		
Licensure			
Certification	Certiport		
Industry-Recognized Credential	Microsoft Certified Professional		

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	Certificate	
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")

- Industry Advisory Boards
- MDE review of program curriculum
- Technical Skill Assessments
- Employment statistics for graduates
- Higher Learning Commission accreditation
- CTE Program-specific accreditation
- Minnesota State system office review

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")

- WIOA Regional Plan
- Industry Advisory Boards
- MDE and Minn State review of curriculum
- Minnesota State Centers of Excellence consultation

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")

- MDE Program review
- Industry Advisory Boards
- Some CTE instructors are not licensed – one of our major strategies is to provide support to increase the understanding of why CTE licensure is important and to support strategies to get more teachers licensed.

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")

- Industry Advisory Boards
- Higher Learning Commission accreditation
- Program-specific accreditation
- Minnesota State program review

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

Component is present?

- Yes
- No

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

- Industry Advisory boards
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels

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")

- Increase in the number of licensed work-based learning instructors
- Industry Advisory Boards
- Secondary and Postsecondary curriculum review

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")

- WOIA Regional Plan
- Occupations in Demand
- Labor Market Information
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels
- Student numbers in programs

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.

Agriculture, Food, & Natural Resources

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.

19901

Bertha Hewitt HS
Brainerd HS
Browerville HS
Little Falls HS
Long Prairie-Grey Eagle HS
Sebeka HS
Staples Motley HS
Upsala HS
Verndale HS

Aitkin

Menahga

Pierz

Wadena-Deer Creek

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.

Central Lakes College

Natural Resources AAS
Horticulture 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	Precision Exams		
Work-based Learning	Brainerd, Browerville, Long Prairie-Grey Eagle, Menahga, Sebeka, Staples-Motley, Upsala, Wadena Deer Creek		
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		
Work-based Learning	Internship, Field Experience, Service Learning		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
 No

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

- Industry Advisory Boards
- MDE review of program curriculum
- Technical Skill Assessments

- Employment statistics for graduates
- Higher Learning Commission accreditation
- CTE Program-specific accreditation
- Minnesota State system office review

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")

- WIOA Regional Plan
- Industry Advisory Boards
- MDE and Minn State review of curriculum
- Minnesota State Centers of Excellence consultation

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")

- MDE Program review
- Industry Advisory Boards
- Some CTE instructors are not licensed – one of our major strategies is to provide support to increase the understanding of why CTE licensure is important and to support strategies to get more teachers licensed.

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")

- Industry Advisory Boards
- Higher Learning Commission accreditation
- Program-specific accreditation
- Minnesota State program review

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

Component is present?

- Yes
- No

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

- Industry Advisory boards
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels

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")

- Increase in the number of licensed work-based learning instructors
- Industry Advisory Boards
- Secondary and Postsecondary curriculum review

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")

- WOIA Regional Plan
- Occupations in Demand
- Labor Market Information
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels
- Student numbers in programs

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.

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.

171170 & 172302

Bertha Hewitt HS
Henning HS
Staples Motley HS
Pierz Healy HS
Wadena Deer Creek HS

Pierz Healy--1 course program (172302)

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.

Central Lakes College

Machine Operations Diploma
Machine Tool Technologies Diploma
Machine Tool Technologies AAS
Robotics & Automated Systems Diploma
Robotics & Automated Systems AAS
Welding Diploma
Welding 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	NOCTI	Precision Exam	
Work-based Learning	Brainerd, Henning, Little Falls, Pierz, Pine River-Backus, Staples-Motley, Verndale		
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	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")

- Industry Advisory Boards
- MDE review of program curriculum
- Technical Skill Assessments
- Employment statistics for graduates
- Higher Learning Commission accreditation
- CTE Program-specific accreditation
- Minnesota State system office review

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")

- WIOA Regional Plan
- Industry Advisory Boards
- MDE and Minn State review of curriculum
- Minnesota State Centers of Excellence consultation

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")

- MDE Program review
- Industry Advisory Boards
- Some CTE instructors are not licensed – one of our major strategies is to provide support to increase the understanding of why CTE licensure is important and to support strategies to get more teachers licensed.

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")

- Industry Advisory Boards
- Higher Learning Commission accreditation
- Program-specific accreditation
- Minnesota State program review

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

Component is present?

- Yes
- No

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

- Industry Advisory boards
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels

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")

- Increase in the number of licensed work-based learning instructors
- Industry Advisory Boards
- Secondary and Postsecondary curriculum review

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")

- WOIA Regional Plan
- Occupations in Demand
- Labor Market Information
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels
- Student numbers in programs

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.

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.

171000

Brainerd HS
Menahga HS
Onamia
Pequot Lakes HS
Pierz Healy HS
Pine River-Backus
Sebeka HS
Verndale HS

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

Carpentry 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	NOCTI	Precision Exams	
-----	-------	-----------------	--

Work-based Learning	Wadena Deer Creek		
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	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")

- Industry Advisory Boards
- MDE review of program curriculum
- Technical Skill Assessments
- Employment statistics for graduates
- Higher Learning Commission accreditation
- CTE Program-specific accreditation

· Minnesota State system office review

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")

- WIOA Regional Plan
- Industry Advisory Boards
- MDE and Minn State review of curriculum
- Minnesota State Centers of Excellence consultation

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")

- MDE Program review
- Industry Advisory Boards
- Some CTE instructors are not licensed – one of our major strategies is to provide support to increase the understanding of why CTE licensure is important and to support strategies to get more teachers licensed.

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")

- Industry Advisory Boards
- Higher Learning Commission accreditation
- Program-specific accreditation
- Minnesota State program review

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?

Component is present:

- Yes
- No

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

- Industry Advisory boards
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels

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")

- Increase in the number of licensed work-based learning instructors
- Industry Advisory Boards
- Secondary and Postsecondary curriculum review

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")

- WOIA Regional Plan
- Occupations in Demand
- Labor Market Information
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels
- Student numbers in programs

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.

Transportation Operations

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.

170302

Little Falls HS
Pierz Healy HS
Swanville HS

Pequot Lakes HS

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.

Central Lakes College

Lawn & Garden Technician Certificate
Small Outboard Motor Technician Diploma
Marine and Powersports Diploma
Marine and Powersports AAS
Automotive Technology Diploma
Automotive Technology AAS
Diesel Equipment Technician Diploma
Diesel Equipment Technician AAS
Heavy Equipment Operations & Maintenance 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	N/A		
Licensure			
Certification			
Industry-Recognized Credential	CDL		

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	Intnership, Job Shadow, Service Learning		
Licensure			
Certification			
Industry-Recognized Credential	CDL		

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")

- Industry Advisory Boards
- MDE review of program curriculum
- Technical Skill Assessments
- Employment statistics for graduates
- Higher Learning Commission accreditation
- CTE Program-specific accreditation
- Minnesota State system office review

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")

- WIOA Regional Plan
- Industry Advisory Boards
- MDE and Minn State review of curriculum
- Minnesota State Centers of Excellence consultation

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")

- MDE Program review
- Industry Advisory Boards
- Some CTE instructors are not licensed – one of our major strategies is to provide support to increase the understanding of why CTE licensure is important and to support strategies to get more teachers licensed.

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")

- Industry Advisory Boards
- Higher Learning Commission accreditation
- Program-specific accreditation
- Minnesota State program review

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

Component is present?

- Yes
- No

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

- Industry Advisory boards
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels

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")

- Increase in the number of licensed work-based learning instructors
- Industry Advisory Boards
- Secondary and Postsecondary curriculum review

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")

- WOIA Regional Plan
- Occupations in Demand
- Labor Market Information
- Surveys of instructors, students, administration, and counselors at the secondary and postsecondary levels
- Student numbers in programs

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):

CL consortium Statement of Assurance All districts

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet

Consortium Consolidated Equipment Inventory

CLC Perkins Equipment Log Secondary and Postsecondary 2011-2020

Additional Material

Central Lakes

Additional Material

Central Lakes POS

Additional Material:

Checklist Central Lakes

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
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
Postsecondary Non-Personnel	\$600.00	\$600.00
Postsecondary Personnel (Salary and Benefits)	\$8,053.29	\$8,053.29
Secondary Non-Personnel	\$5,000.00	\$5,000.00
Subtotal	\$13,653.29	\$13,653.29
B) Narrative 2: Programs of Study		
Postsecondary Equipment	\$86,001.76	\$86,001.76
Postsecondary Non-Personnel	\$23,776.24	\$23,776.24
Secondary Equipment	\$125,440.52	\$125,440.52
Subtotal	\$235,218.52	\$235,218.52
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Non-Personnel	\$4,500.00	\$4,500.00
Secondary non-Personnel	\$10,000.00	\$10,000.00
Subtotal	\$14,500.00	\$14,500.00
E) Narrative 5: Special Populations		
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Secondary non-Personnel	\$4,775.00	\$4,775.00
Subtotal	\$9,775.00	\$9,775.00
F) Narrative 6: Work-based Learning		
Secondary equipment	\$4,775.00	\$4,775.00
Secondary Non-Personnel	\$5,225.00	\$5,225.00
Subtotal	\$10,000.00	\$10,000.00
G) Narrative 7: Early College		
Postsecondary Non-Personnel	\$1,800.00	\$1,800.00
Postsecondary Personnel (Salary and Benefits)	\$2,000.00	\$2,000.00
Secondary Non-Personnel	\$750.00	\$750.00
Subtotal	\$4,550.00	\$4,550.00
H) Narrative 8: Support to Professionals		
Secondary Non-Personnel	\$49,495.28	\$49,495.28
Subtotal	\$49,495.28	\$49,495.28

	Grant Funded	Total Budgeted
I) Narrative 9: Performance Gaps		
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Secondary Non-Personnel	\$10,600.00	\$10,600.00
Subtotal	\$15,600.00	\$15,600.00
J) Narrative 10: Consortium Governance		
Postsecondary Non-Personnel	\$1,500.00	\$1,500.00
Postsecondary Personnel (Salary and Benefits)	\$39,568.00	\$39,568.00
Secondary Salary Personnel (Salary and Benefits)	\$40,318.69	\$40,318.69
Subtotal	\$81,386.69	\$81,386.69
K) Narrative 11: Reserve Funds		
Postsecondary Personnel (Salary and Benefits)	\$10,000.00	\$10,000.00
Postsecondary Equipment	\$25,998.24	\$25,998.24
Postsecondary Non-Personnel	\$25,847.00	\$25,847.00
Secondary Non-Personnel	\$50,571.04	\$50,571.04
Secondary Salary Personnel (Salary and Benefits)	\$11,274.20	\$11,274.20
Subtotal	\$123,690.48	\$123,690.48
Total Proposed Cost	\$557,869.26	\$557,869.26

Proposed Budget Narrative

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

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

Postsecondary Personnel (Salary and Benefits)

Postsecondary Coordinator salary and fringe for CLNA efforts

Postsecondary Non-Personnel

Travel costs

Secondary Non-Personnel

Collaboration with NW Region Consortia on communication project

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)

Postsecondary Non-Personnel

Career exploration events, Career exploration video development, Professional development

Postsecondary Equipment

Equipment for the following CTE programs: Culinary Arts Horticulture Occupational Skills Criminal Justice Diesel Mechanics Marie & Powersports Robotics & Automation

Secondary Equipment

Supplemental equipment requests from districts

D) Narrative 4: Integrated Academic and Technical Skills

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

Postsecondary Non-Personnel

Technical Skill Assessments

Secondary non-Personnel

YouSciencePrecision Exams and other tools for assessment

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

Career exploration events specific to special populations

Secondary non-Personnel

Support for study of special populations opportunities

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 equipment

Professional development support for study of workbased learning opportunities

Secondary Non-Personnel

Collaboration with stakeholders for workbased learning

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)

Articulation Meeting Stipends

Postsecondary Non-Personnel

CTEcreditMN Articulation Meeting

Secondary Non-Personnel

Support for CTE Credit MN

H) Narrative 8: Support to Professionals

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

Secondary Non-Personnel

Professional development for CTE instructors; student clubs and orgs

I) Narrative 9: Performance Gaps

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

Postsecondary Non-Personnel

AVID professional development training

Secondary Non-Personnel

Workshops and related materials for counselors, academic advisors, and instructors,for student success.

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)

Postsecondary Personnel (Salary and Benefits)

Postsecondary coordinator and administrative support for

Postsecondary Non-Personnel

Travel MACTA

Secondary Salary Personnel (Salary and Benefits)

Secondary Coordinator, Licensed teachers, Business office support

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)

Postsecondary Personnel (Salary and Benefits)

Virtual career exploration tool content develop and aggregation staff

Postsecondary Non-Personnel

Virtual career exploration tool and content development; implement virtual career exploration tool

Postsecondary Equipment

Program equipment for new culinary program

Secondary Non-Personnel

Bridges Career videos; support for grade 7 and 8 Career Awareness events

Secondary Salary Personnel (Salary and Benefits)

Secondary coordinator salary and benefits