



FY21 Minnesota West Consortium

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

Submitted by Linda Pesch

Submitted on 07/06/2020 9:23 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 Jerilyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name
FY21 Minnesota West Consortium

Total Amount of Award Requested
\$616,573.44

Primary Contact Information

Name
Linda Pesch

Email Address
linda.pesch@mnwest.edu

Address
1011 1st Street West
Canby, MN 56220

Phone Number
507-223-1325

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.

Adrian	511
Benson	777
Brewster	2907
Canby	891
Cedar Mountain	2754
Comfrey	81
Dawson-Boyd	378
Edgerton	581
Ellsworth	514
Fairmont	2752
Fulda	505
Grenada-Huntley-East Chain	2536
Hendricks	402
Heron Lake- Okabena	330
Hills-Beaver Creek	671
Ivanhoe	403
Jackson County Central	2895
Lac qui Parle Valley	2853
Lake Benton	404
Lakeview	2167
Luverne	2184
Lynd	415
Marshall	413
Martin County West	2448
Milroy	635
Minneota	414
MN River Valley Ed ALC	
Montevideo	129
Mountain Lake	173
Murray County Central	2169
Ortonville	2901
Pipestone Area	2689
Red Rock Central	2884
Redwood Area	2897
Renville County West	2890
Russell-Tyler-Ruthon	2902
Springfield	85
SWWC Service Co- op	
Tracy	2904
Truman	458
Wabasso	640
Westbrook/Walnut Grove	2898
Windom	177
Worthington	518
Yellow Medicine East	2190
Minnesota West Community College	

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.

Through the Comprehensive Local Needs Assessment, the Perkins leadership team was able to outline our region's priorities. Dozens of documents were collected over the past several months which showed the variety of partnerships and the level of commitment many organizations in our region have to helping students find fulfilling careers and employers find skilled workers. A common theme for many upcoming projects will be 'Expose, Explore, Educate.'

The Minnesota West Consortium's CLNA highlighted strengths and gaps in how career and technical education is delivered in southwest Minnesota. One of the more telling surveys showed the disparities between secondary districts' career exploration activities. While some districts have robust career exploration plans, others seem to have very disjointed systems to prepare their students for college and careers. This finding will focus some of our attention on mapping our regional approach to CTE, creating more coordinated, regional career exploration programs so all students can be exposed to career and educational options at a younger age and in a more systematic way.

Embedding reading and math in CTE courses may be one way to make improvements to performance measures.

Data collected from districts indicates that many districts are participating in some sort of career exploration through industry tours, work-based learning, OJT, or internships. This strengthens our intentions to continue the support of districts offering these opportunities to their students.

Up-to-date equipment and technology are critical pieces to the success of CTE programs. Input from local industry and advisory committees inform the decisions made around these purchases. The COVID-19 pandemic has shown a spotlight on distance learning and the need for software and simulations that will allow students to continue their education even when unable to attend classes in person. Prior success in delivering shared and hybrid courses will help steer those plans.

The COVID-19 pandemic has also highlighted gaps in access and persistence in secondary and post-secondary education in our region. Also emphasized were the ways in which we reach out and communicate with our students. If the region is to be successful with our theme of "Exposure, Exploration, Education," in CTE, it is vital we recognize and challenge these gaps and prioritize equal access for all students.

A survey of member districts helped the team map student organizations throughout the consortium. While FFA programs are abundant and strong, many districts with approved courses do not have BPA, FCCLA, or HOSA programs nor do they participate in Skills USA. Providing assistance to schools to help establish new chapters will be a priority.

Student activities like Culinary Skills Challenge, First Robotics, Scrubs Camps, Skills USA, BPA, etc. offer students opportunities to take the concepts they learn in the classroom and transfer them to exciting, competitive events that bring their learning to life. These events also involve the community as industry experts and advisory board members act as judges.

Teacher Retention and Recruitment will be addressed by continuing existing, proven strategies while incorporating additional methods. A survey of administrators and CTE teachers in southern Minnesota confirmed the advantages of several strategies already employed by the consortium. Job-alike meetings and mentoring are critical for teachers and especially for new teachers. The consortium will continue to offer discipline-specific workshops for all CTE disciplines as well as school counselors. Professional development opportunities will be supported with Perkins funds, and teachers will be encouraged to participate in externships which offer teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today.

Working with several new partners during the completion of the CLNA, new projects have been generated to help meet the needs of all students. Student surveys have shown that parents and other family members are the primary sources of career guidance advice. Many of our region's minority students are the first generation to consider post-secondary training. With their parents having little experience and information about college and career opportunities, they fall back on what they know, and consequently, students aren't encouraged to explore many of the career fields that could lead them to successful careers. ELL students will benefit from career exploration events designed specifically for them and their parents. Members of the Lower Sioux Community will learn construction skills through rehabilitation and new construction projects.

Many work-based learning programs have voiced a concern that there has long been a void in quality transition curriculum. The consortium will help facilitate conversations among teachers to find and potentially share curriculum. Additional transition programs like Project Discovery and Project Search will be expanded to meet the needs of students throughout the consortium.

Seven Programs of Study are listed in the application, (Accounting, Admin, Support, Health Informatics, TEaching & Training, Production, Construction, and Hospitality & Tourism), but five additional program areas were also identified including: Marketing Management, Plant Systems, Programming and Software Development, Networking Systems, Facility and Mobile Maintenance, and Animal Systems.

The Occupations in Demand Dashboard created by our regional labor analyst helped the leadership team focus its attention on the high wage, high demand, and high wage careers in our area.

Mapping the southwest region's CTE activities and job assignments across our partner institutions will be a priority and key to leveraging talent, finances, and activities. This will ensure there is no duplication of efforts, plus students, parents, district staff, and partner organizations are aware of all the opportunities available. This effort to understand and map the current CTE activities within the region and centralizing the work to ensure the creation of dynamic and innovative exploration and awareness activities as well as well-balanced programs of study.

The CLNA highlighted the consortium's strengths and gaps including:

- High school students with disabilities, students of color, and students that are economically disadvantaged are participating and concentrating in CTE courses at a level that is consistent with their presence in the general high school population.
- Women far outnumber men in participation in CTE programs at the post-secondary level, but their concentration tends to be very traditional in Health Sciences, Human Services, and Business areas.
- At the postsecondary level, there are a number of CTE programs that have both low enrollment and student performance including Agriculture, Business, Education, Finance and Information Technology. Again this highlights the need to understand how we communicate with students and challenge the gaps that exist.
- Postsecondary students with disabilities, students of color, and students in special populations, with the exception of economically disadvantaged families, are low but reflective of the region as a whole.
- Of particular interest is the low number of students with documented disabilities as concentrators and participants at the postsecondary level. From what we know about our students these are not representative of the actual population. It lends to further exploration if students are not identifying and why. Is the curriculum in CTE programs better suited for students that learn differently in which they choose not to identify?
- Regional Workforce Development forums identified a number of things that are working well in the region to ensure that a diverse set of services are available for job seekers and businesses resulting in a diverse and quality workforce to meet the needs of southwest Minnesota. These include strong collaboration and partnerships between businesses and schools, "Know Before You Go" campaign, work-based learning, Career Pathways programs, industry-specific meetings, Pipeline Program, Earn and Learn programs, targeted outreach. Areas identified in which the region could do better included: awareness/exposure of regional jobs, employer engagement/partnerships, comprehensive marketing and communications efforts, parents as key influencers, recognition that effective strategies may be more effective if adjusted based on locality for culturally diverse and underserved populations, addressing the skills gap, and better communication/collaboration.

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

Upload your completed CLNA Framework
MN West CLNA

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

Narrative 2: Programs of Study

Programs of Study Narrative

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

The careers that align with high wage, high skill, and high demand careers will be the basis of determining which CTE program to focus on in the development of our regional Programs of Study. The careers that meet the criteria can be found at [DEED Occupations in Demand](#). Currently, the Minnesota West Consortium has 13 programs of study.

- Introductory CTE Courses - Many of the shared-CTE courses (i.e., Intro to Medical Careers, Intro to Engineering and Manufacturing, Intro to Education, etc.) that we have launched to provide the opportunity for students to expand their understanding of the broad range of careers in a particular career field.
- A survey of member districts helped the executive team map student organizations throughout the consortium. While FFA programs are abundant and strong, many districts with approved courses do not have BPA, FCCLA, or HOSA programs nor do they participate in Skills USA. Providing assistance to schools to help establish new chapters will be a priority.
- To maximize use and increase student impact we will be purchasing equipment that can be shared between school district CTE programs. We had hoped to identify the specific pieces of equipment in the Spring of 2020, but due to factors beyond our control we were not able to make those determinations. We will work with Perkins leadership, school administration, and CTE teachers to make those decisions in the Summer and Fall of 2020. Secondary schools will submit innovation project plans to secure funds for technology and equipment needs. Will be aligned with priority areas and Programs of Study referenced in Element 3.
- MWCTC utilizes a college-wide finance committee that screens requests for upgrades of equipment and purchase of new and innovative technology and tools. The committee screens requests from all pools of money, Perkins, Leveraged Equipment, and Technology. This group consists of a cross-section of members of the college that assures a fair process. Requests must be part of the program's 5-year equipment plan. At any given time, there are about \$3 million dollars of needed equipment and technology.
- The rate at which special populations and underrepresented students participate does demonstrate a gap in our region. Also, there are pockets that do not perform at the level of other groups. MWCTC does utilize a number of strategies and tools to expose, recruit and retain these students. Evaluation of the existing tools, exploration of new tools and activities are a priority. Specifically use of Gradesfirst our early alert tool could be used more strategically in communication with and retention of special populations. Also, a comprehensive marketing plan for specific CTE programs and CTE overall will be explored.
- Using data and sources like DEED's Occupations In Demand Dashboard, 13 Programs of Study were identified. There is at least one POS from each career field.

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

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.

The Minnesota West Perkins Consortium, the SWWC, and Minnesota West Community and Technical College work closely with our CareerForce partners, specifically with the SW Minnesota Private Industry Council. Our consortium worked with our local labor market analyst to develop/refine a dashboard that allows us to better understand the occupations with the greatest number of openings, highest projected demand, and the ones with the most livable wage. This tool is still under development but can be found at [DEED Occupations in Demand](#). This information will serve as the basis of our regional career development plan. Here is our partnership's comprehensive plan in order to best serve students and schools in our Perkins consortium.

- **Career and College Information Systems** - Having accurate and up-to-date career information is critical to any career and college guidance system. Our consortium will provide schools access to and training on the use of the Minnesota Career Information System.
- **Career Guidance Courses and Units** - A survey of our schools indicated that very few have a formal career course for students to begin to understand their unique interests and abilities, and to match what they have learned about themselves to career and training possibilities. Our partnership has started to develop a concept for a video that will be directed toward students and their parents that will provide practical planning advice. We will also develop companion materials to support the video. Additionally, we will work with our partners to develop a quarter/semester careers course that can be delivered via distance learning for those schools that do not offer this type of program.
- **Career Expo** - This event will provide career and college information, offer campus tours, and access to hands-on business exhibits so nearly 2,000 students can learn more about the jobs our regional economy needs. Industry exhibitors also indicate if they are currently hiring or are supporting job shadowing, industry tours, or internship opportunities. College students and community members are also invited to participate.
- **"Know Before You Go"** is a campaign created by our CareerForce partners to educate students and parents on the labor market and education information for key regional occupations.
- Navigators/Work and Learn Coordinators serve as liaisons between high schools and the business community for work exploration, job shadowing, internships, and/or work experiences. They also market and promote the program, engage with students to develop employability skills and facilitate career exploration and career advising activities. A fourth navigator will be hired in FY21.
- Coordinated exploration and exposure activities between secondary, postsecondary, CareerForce, and ABE, that take place on the college campuses, provide students the opportunity to be on a campus, engage with current students and instructors, and experience hands-on activities. These include but are not limited to 9th Grade Day, Breaking Traditions, Scrubs camp, Technology Day, Diesel Extravaganza.
- Our Workforce Development Board Forums overwhelmingly found that a comprehensive marketing and communications effort is needed. All programs and offerings need a more structured marketing/promotion plan that includes targeted outreach to specific audiences such as students, parents, educators, employers, city/chambers, etc. Included in this that would be of benefit is a mapping of the strategies, activities, education currently happening in the region.

Budget Use of Funds: Section 135 (b) subparts: 1, 5

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.

FIRST Tech Challenge helps students in grades 7-12 explore careers in computer science, engineering, manufacturing; and learn teamwork, problem-solving, and communications skills through an annual competition. Teams of up to fifteen students collaborate to build and program a robot that competes on a 12' by 12' field. Each year the competition is designed to challenge students to think critically and expand their knowledge of the engineering process. We will work with our college and business partners to support the development of regional competition for 8 teams in 2020-21 and expand it in subsequent years.

The **Culinary Skills Challenge** is held annually in cooperation with Southwest Minnesota State University's Culinary program to offer an opportunity for high school Family Consumer Science and Ag students to compete in 9 different culinary-related competitions and/or participate in a variety of hands-on seminars that expand their knowledge of the food industry.

Learning Blade is a system of interactive online lessons and printable at-home activities for 5th to 9th graders, where students learn about STEM and Computer Science careers while reviewing academics. Students can use over 400 online lessons in 12 human-centered "Missions" or stories to explore these exciting careers. Our consortium will pilot this system with five consortium schools in 2020-21 and determine if we will expand in future years.

CoderDojo is a global network of computer clubs where young people learn to code, develop websites, apps, games, etc. Educators from both secondary and postsecondary collaborate to advise the Dojo so students who have an interest in STEM have a safe, organized location to explore programming.

MWCTC has been involved and will continue to participate in the **developmental education strategic roadmap** which serves to redesign development education to ensure better outcomes and service to students requiring these courses. MWCTC will begin implementing a co-requisite model and path for students in developmental education Fall 2020.

Bridge programming will be provided to students, requiring developmental education, prior to starting the fall semesters. The training will include study skills, reading, writing, math, mastery of college coursework, orientation to the college campuses, and resources available.

Integrated academic professional development will be provided to secondary and post-secondary CTE instructors. Training will focus on teaching and reinforcing math, reading, writing, and science skills/standards through CTE courses. There will also be an emphasis on teaching the workplace skills that regional employers tell us are the most critical skills they seek in their employees.

Collaboration skills are among the most sought after by regional employers and they use technology every day to break down barriers as they work in partnership with other industries across the country and world. We want our students to learn those same skills by piloting an initiative that involves students working across school and distance boundaries on projects that require a high level of collaboration. For example, a group of students from one school designs a product and then communicates that design with another school that is manufacturing the product.

Budget Use of Funds: Section 135 (b) subparts: 1, 4, 6

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.

Project Discovery is a State-Approved Career Exploration Program providing career exploration and assessments for special population high school students. About 140 students a year come to the career exploration lab with an opportunity to explore more than 40 careers. This program is available to all students in the consortium that have an IEP or a 504 plan.

Project SEARCH is a transition high school program developed through the cooperation of several organizations. The program serves as an opportunity for students to transition from high school to community employment. Students participate in three 10-week internship rotations that best meet their interests, experiences, and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. The program serves 8-10 students each year, but we would like to develop a new transition in high to serve additional students in 2021-22.

The SWWC offers **Educational Learning Center (ELC)** programming in 6 locations throughout the region. The programs are designed to meet the needs of special education students with severe disabilities, behavior issues, and mental health needs. Administration for the ELCs would like to provide more CTE experiences for its students, especially those in high school. During the 2020-21 school year, the high school Alternative Learning Program will shift its model from credit recovery to be more focused on technical and workplace skill development.

Accommodations for Special Needs Students- Consortium school districts serve special population students in their CTE classrooms. At times those students need special modifications and accommodations to fully participate in activities. When appropriate, schools can request access for funds to break down barriers to allow for full program access.

Breaking Traditions is an annual event sponsored by Minnesota West Community and Technical College and the Southwest Minnesota Private Industry Council. The event is designed to encourage high school students, especially those in ACL environments and students with disabilities, to consider a variety of career pathways, especially non-traditional careers. Breaking Traditions is in its 26th year, and each year the program expands to give participants more opportunities to explore careers through hands-on activities as well as tours of the various program areas offered at Minnesota West campuses. In addition to the program exploration, the students learn about the college admission process, financial aid, and scholarships. Along with the campus visit the students also have the opportunity to tour a community business. This is just one example of exploration activities the college works with secondary partners on. Others do and may include Women in the Trades, Scrubs Camp, 9th Grade Day, Kids College, and Technology Day. Students in the Worthington area (40-50) participate in an Introduction to Manufacturing course during June between their 8th and 9th grade year in which they have the opportunity to experience activities in pneumatics, hydraulics, and electricity. Our priority will be to develop a schedule of events for students to explore starting as early as 7th and 8th grades.

ELL Career Exploration- Student surveys have shown that parents and other family members are the primary sources of career guidance advice. Many of our region's minority students are the first generation to consider post-secondary training. With their parents having little experience and information about college and career opportunities, they fall back on what they know, and consequently, students aren't encouraged to explore many of the career fields that could lead them to successful careers. ELL students will benefit from career exploration events designed specifically for them and their parents. Advisory team members include staff from Southwest Minnesota State University, Minnesota West CTC, SW MN Adult Basic Education, SWWC, SW MN Private Industry Council, and high school ELL teachers.

Lower Sioux Construction project- Adult and youth members of the Lower Sioux Community will learn construction skills through rehabilitation and new construction projects. Students will be exposed to new construction techniques including hempcrete and natural insulation. College credits will be available through Minnesota West.

CTE Specialists will work within the college to concentrate on efforts to reach out to, recruit, and retain non-traditional, underserved and special populations. They will also work to leverage existing tools and explore other innovative technology and tools to better communicate, expose, retain, and provide better access to students in CTE.

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

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

- Work-Based Learning - Through student surveys, we have learned that students prefer to learn about careers directly from business and industry professionals. In 2020-21, we will map out the current WBL experiences with our partners and develop a regional system to expand and manage those services. To improve our efficiency we will explore WBL management systems such as FutureForce or Seamless WBL. The Perkins Consortium will provide funds for the development of a WBL system and encourage schools to share programs whenever appropriate.
- Industry Tours - Partnerships like the Yellow Medicine Integration Collaborative have worked with the SW MN PIC to successfully provide comprehensive industry tours for high school students for several years. We want to build on that success and expand industry tours in 2020-21 and future years.
- Job Shadowing - Some of our schools are located in communities that are too small to support diversified job shadowing experiences for high school students. In those situations, we want to support relationships between neighboring school districts and businesses so they can share a more robust program that offers a wide variety of workplace experiences.
- Internships - Only a few of our consortium schools provide comprehensive internship programs. We will work with the SW MN Private Industry Council to create regional internship programs that can be shared between school districts that offer diversified worksite experiences.
- MWCTC students are able to participate in 70 credit-bearing internships/externships, clinicals, capstone projects that provide vital exposure and training for students in their pursuit of a degree and in many cases licensure or certification. Programs that do not offer formal internships or externships do encourage and assist students in doing paid work experiences during the summer between school years. Examples include Electrical and Wind. Program faculty also have close industry ties in which they schedule a multitude of industry tours.
- Student organizations and competitions also provide students with essential knowledge and skill development. Some of these include Skills USA, PAS, BPA, FFA, FCCLA, and Culinary. Support of these activities and the development of new ones will be supported by Perkins.
- The consortium will continue to work with our multitude of partners and partnerships including LYFT Pathways advisory committee, SW MM PIC, Youth Council, SW MN Career Pathway

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

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 Minnesota West Consortium has a number of opportunities for high school students to gain postsecondary credits. We will continue our partnership with 9 other consortia to offer Articulated College Credit through [CTECreditMN](#) for high school students. Students can explore careers and earn college credit- saving time and money. Training will be provided to high school counselors to assist students with applying for and claiming these credits as these are often underutilized.

Contracted PSEO classes for high school students have been a practical solution for schools that do not or cannot offer introductory CTE courses (i.e., medical careers, manufacturing, education, information technology, etc.) due to licensing, budget, or sustainability barriers. Students can learn about the wide variety of career possibilities, develop technical skills, and gain college credit. Schools can broaden their course offerings and do it in a cost-effective manner. We plan to expand introductory CTE courses using this approach whenever appropriate. Unfortunately, these courses cannot be State approved at the high school level or receive CTE levy funds. A number of high school students also opt into part-time and full-time regular PSEO.

High school students in the consortium also have the opportunity to gain postsecondary credits through concurrent enrollment, REACH with MWCTC, and College Now with SMSU. Currently, there are 34 courses being offered at 15 high schools through the MWCTC REACH program.

A number of other partnerships also offer high school students the opportunity to gain college credit. This includes the SWMN Career Pathways Program in which high school students can participate in CNA training. A partnership with Marshall Area Technical Education Center provides students with CNA, Welding, and electrical controls courses. The Pipestone Area Schools, Pipestone EDA, and Minnesota West have partnered to have students complete Carpentry and Plumbing credits as part of their high school curriculum. MWCTC also has an Early College program arrangement with District #518. This summer students will be able to gain credits in Intro to Astronomy and Intro to Criminal Justice.

Multiple districts in the consortium offer College in the School (CIS) courses through the Minnesota State system and the University of Minnesota. Many of these courses are offered through Internship opportunities and Ag courses.

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

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.

The annual CTEWorks Summit offers workshops for teachers, instructors, and CTE professionals to connect and be inspired to deliver CTE in innovative ways. The consortium will support both secondary and post-secondary faculty and staff to attend the conference.

Distance Learning - The recent Covid-19 pandemic has changed the delivery of CTE classes considerably. Due to the hands-on nature of CTE courses, there are challenges to the type of activities that can be taught. But, some innovative solutions and projects have also emerged during this crisis. The consortium will work with CTE teachers and instructors to better train them on distance learning methods and invest in simulations, curriculum, and technology that will add value to the learning experience for students.

Reading/Math Teacher Professional Development- The SWWC will prioritize regional training and school-based support to districts on strategies and implementation techniques that support student achievement in language arts and math. Additionally, SWWC will support teachers and districts in utilizing data from MCA III, benchmark data, and common formative assessments to drive instruction and support student growth. The SWWC's Teaching and Learning Educational Consultants would focus on research-based strategies that CTE teachers could implement in the classroom and then come back together to discuss and further plan for continued implementation.

Job-alike meetings and mentoring are critical for teachers and especially for new teachers. The consortium will continue to offer discipline-specific workshops for all CTE disciplines as well as school counselors and licensed work-based learning teachers. These workshops include both secondary and post-secondary faculty, where appropriate, to strengthen the connection between instructors as well as to expose secondary instructors to career options for students. Secondary instructors use these meetings to help shape their courses. Joint advisory committees are also a part of these meetings. Many small, rural schools have a difficult time finding advisory committee members, so a regional committee serves them well. State Department of Education staff regularly attend these meetings to give guidance, meet the teachers, and share initiatives going on across the state.

School counselors spend much of their time dealing with student mental health and testing and not as much time helping with career and college planning as they might like. Regional counselor meetings will be convened annually with career planning as the primary focus.

Mentorship - According to research from the University of Pennsylvania Graduate School of Education, forty-four percent of new teachers leave teaching within five years. This is much higher than in many professions. Our consortium will support new CTE teachers and instructors by providing mentorship from a veteran teacher or faculty member (from the same discipline whenever possible). The mentor teacher will receive an orientation training and a small stipend to cover their extra time and effort for this project.

Professional development opportunities will be supported at the postsecondary level that support best practices, integration of core academics in CTE, universal design, accreditation standards, supporting underserved, non-traditional, and diverse student populations, and use of innovative tools and technology to reach, serve, and communicate with students and partners. Faculty and staff work with their Dean to determine training and development needs.

The consortium will continue to encourage faculty to maintain memberships in professional associations. Memberships offer continuing education, networking opportunities, and access to resources. The consortium will support teachers by using Perkins funds to pay membership dues as long as conferences provide professional development experiences.

The Minnesota West Perkins Consortium will offer Educator Externship opportunities to up to 10 secondary CTE teachers with approved programs. Teachers who are chosen to participate will be expected to contact a company in the industry area in which they teach and submit a short review as to how they can enhance their classroom based on what they learned during their experience. The Educator Externship offers teachers a hands-on opportunity to spend time in a business environment where they can connect their subject area with relevant business practices as well as understand the challenges, new technologies, and necessary academic skills needed in businesses today.

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

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.

Completion of the CLNA, while not done yearly, is a tool that will be utilized to evaluate and address performance gaps. We will continue to also review the student performance data provided by the state. The Executive Leadership team along with our other groups and partners such as the Youth Council and Advisory Boards will be counseled for direction on potential causes and solutions. Some key findings from the CLNA include:

- High school students with disabilities, students of color, and students that are economically disadvantaged are participating and concentrating in CTE courses at a level that is consistent with their presence in the general high school population. We do know there are still barriers to high school completion and transition to post-secondary education and careers.

Women far outnumber men in participation in CTE programs, at the post-secondary level but their concentration tends to be very traditional in Health Sciences, Human Services, and Business areas.

Post-secondary students with disabilities, students of color, and students in special populations, with the exception of economically disadvantaged families, are low but reflective of the region as a whole. There are pockets of racially diverse individuals which is not necessarily represented in the postsecondary data.

Of particular interest is the low number of students with documented disabilities as concentrators and participants, at the postsecondary level. From what we know about our students, these are not representative of the actual population. It lends to further exploration if students are not identifying and why. Is the curriculum in CTE programs better suited for students that learn differently in which they choose not to identify?

Regional Workforce Development forums identified a number of things that are working well in the region to assure that a diverse set of services are available for job seekers and businesses so that the region has a diverse and quality workforce to meet the needs of Southwest Minnesota. These include strong collaboration and partnerships between businesses and schools, "Know Before You Go" campaign, work-based learning, Career Pathways programs, industry-specific meetings, Pipeline Program, Earn and Learn programs, targeted outreach. Areas identified in which the region could do better included: awareness/exposure of regional jobs, employer engagement/partnerships, comprehensive marketing, and communications efforts are needed, parents are key influencers, recognition that effective strategies may be more effective if adjusted based on locality for culturally diverse and underserved populations, addressing the skills gap, and better communication/collaboration.

Consortium reading and math scores for students of color and English language learners are predictably low. While SWWC doesn't directly provide instruction that will impact reading and math scores, we can organize events that expose students to careers. These events give students experiences that teachers can use in their classroom to impact reading skills like writing reflection papers. A career exploration event exclusively for ELL students will be held at Southwest Minnesota State University and then potentially expanded to a second site. SWWC also offers professional development workshops specific to ELL teachers.

The SWWC will prioritize regional training and school-based support to districts on strategies and implementation techniques that support student achievement in language arts and math. Additionally, SWWC will support teachers and districts in utilizing data from MCA III, benchmark data, and common formative assessments to drive instruction and support student growth. The SWWC's Teaching and Learning Educational Consultants would focus on research-based strategies that CTE teachers could implement in the classroom and then come back together to discuss and further plan for continued implementation.

MWCTC prioritizes student performance and has a number of tools to assist with tracking and communicating with prospective and current students. The COVID-19 pandemic has highlighted the need for multiple ways to communicate and interact with our students such as Right Now technology, Gradesfirst. Our CLNA and student performance data also have highlighted the need to prioritize efforts related to access, special populations, and students of color, especially in several CTE programs.

Priorities the consortium has set for addressing student performance include:

- Evaluation of and reform of existing communication and retention tools
- Exploration of new and innovative tools and technology to reach and communicate with prospective and current students
- Career exploration and awareness activities and events for EL, special populations, students of color
- Integration of reading, writing, math, and sciences in CTE courses
- Professional development that focuses on best practices, serving non-traditional students, EL and students of color, and integration of academics.
- Mapping of the region's CTE efforts to ensure we leverage talent, time, and finances to ensure the most effective strategies for recruiting and retaining all students.
- Support staff to coordinate, bridge, and support student career awareness and exploration, work-based learning, and post-secondary education and serve as central points of contact.
- Exploration of innovative technology and tools, integrated core reading, writing, and math skills in CTE, and alternative course programming to meet the needs of all learners and provide better access.
- Expand Project Discovery (career assessment and exploration program) to serve more students enrolled in regional Alternative Learning Programs and Educational Learning Centers
- Expand the Project Search Transition High School model to the southern region of our service area to break down distance barriers.
- Determine an effective WBL Transition curriculum to pilot.
- Provide the necessary accommodations for the full participation of special population students in high school CTE programs.
- Understanding of the regional efforts underway regarding career awareness and exploration in the regions in-demand careers.
- Providing staff to coordinate, bridge activities, and support students and employers who are engaged in work-based learning, high school CTE activities, and career exploration in CTE programs.
- Targeted career exploration and awareness activities for special populations, underserved students, and students of color as well as assistance and retention activities that support students through their education to assure completion of degrees.
- A joint project between Minnesota West, SW MN Private Industry Council, SWWC, and the Lower Sioux Community will expose youth in the Lower Sioux Community to construction careers through community rehabilitation projects.

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

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

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

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

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

The Minnesota West Carl Perkins Consortium is comprised of 38 rural public high schools, with an average graduating class of about 45 students, and 1 two-year community and technical college. There are 122 CTE teachers in the consortium that have approved programs. Minnesota West Community and Technical College (MWCTC) is the two-year partner in the Minnesota West Carl Perkins Consortium. MWCTC offers education in career and technical education as well as Liberal Arts education. MWCTC offers CTE degrees in 11 program areas and over 50 majors. The consortium highlights 13 Programs of Study as listed in Narrative 1 and the Programs of Study.

A large geographical consortium that serves small rural schools needs to form strong partnerships between K-12, post-secondary, workforce and economic development agencies, and private businesses. Those partnerships prevent duplication of efforts and aid in the effective leveraging of funds to have a more significant and sustainable impact on the region. Data regarding job growth, industry skills required, student interests/perceptions, and gaps in what schools can offer will guide our partnership's decision-making process. We will also work closely with neighboring Perkins consortia to coordinate efforts whenever possible.

The Executive Leadership Team consisting of Secondary and Postsecondary Perkins Coordinators and team members, SW MN Private Industry Council Youth Program Manager, and SWWC CTE Project Manager will ultimately make planning, implementation, and budget decisions. This group will meet monthly to make strategic decisions and monitor action on the priorities set out in the action plan, in Element 2 of the CLNA. Input from the following groups will be vital in monitoring and decision making:

- SW MN PIC Youth Council
- Advisory Teams- Youth Council, LYFT Pathways Advisory Committee, Local and Regional CTE Program Advisory Committees, Lower Sioux Agency Education Coordinator, SW MN Adult Basic Education

At the postsecondary level a number of processes are utilized to prioritize budget allocations. We rely heavily on advisory committee feedback, program review, strategic enrollment committee, college-wide finance committee, and faculty and staff professional development plans. The Strategic Enrollment Committee is a cross-section of faculty, staff, and administration that reviews data, policy, procedures related to prospecting, admissions, registration, retention, and graduation. The college-wide finance committee is a cross-section of individuals from the college that review requests for technology, equipment, leveraged equipment, and Perkins. The committee prioritizes based on a program's evidence of long term planning (5-year equipment plan), size and scope, and the overall impact on student learning and the program. The Committee's recommendations are forwarded to the Cabinet for review and approval.

The Program Review procedure is as follows:

An Academic Program Review was implemented across the college in FY20 for all programs. This is to be followed by a rotational system for review every third year. Programs designated on probationary status will be reviewed annually until removed from probationary status or discontinued. The process is as follows:

1. The program review process plays a large role in monitoring the currency and effectiveness of the curriculum in any particular discipline. The program review process serves several purposes:
 - to evaluate programs against other similar programs in the system
 - to include broad involvement of all department faculty in the analysis, evaluation, and decision-making for that program
 - to use the results of the review to make informed decisions regarding strategic planning, curriculum development, and budgeting decisions, all with a focus on continuous improvement.

The program review has an Efficiency Analysis which includes these data for the previous five years:

- Equipment and Supply Expenditures
- Personnel Expenditures
- Tuition and Fees Generated
- Other Revenue
- Cost per FYE
- Minnesota State Colleges and Universities Average Cost Per FYE
- Faculty FTE
- Discipline FYE/Faculty FTE Ratio
- Average Number of Students Enrolled Per Course
- Graduation Rates
- Job Placement Rates [if appropriate]

Analysis of these data over the long term allows college decision-makers to see trends that indicate general success or areas that need attention, and can potentially have a part in the decision to change or discontinue a program, even though that is not the primary purpose of the program review. The primary purpose is continuous improvement.

2. Each program associated with actual instruction will be evaluated based on the following:

- Strategic and Academic Plans
- FYE/FTE ratio
- Enrollment Trends
- Employment patterns and outlook
- Comparison with the Minnesota State Colleges and Universities (Minnesota State) allocation model

3. Deans will analyze available data based on the five variables above and categorize their programs in four categories:

- High Cost/Low Enrollment
- Low Cost/Low Enrollment
- High Cost/High Enrollment
- Low Cost/High Enrollment

4. Category 1 programs: faculty and administration will develop an action plan by November 1 to include the following:

- a. Needs assessment.
- b. Capital cost assessment.
- c. Instructional quality assessment.
- d. Program quality assessment in terms of curriculum, equipment, schedule of courses, etc.
- e. Marketing effort.
- f. Political ramifications of discontinuation of the program.

Category 2 programs: faculty and administration will write a report outlining the actions to monitor enrollment trends and revitalize program by January 20.

Category 3 programs: no action plan or report is required. A set of cost center goals from faculty members within the program for the next fiscal year is due by May 1.

Category 4 programs: faculty and administration will report the answers to the following questions at the time of the review:

- a) How do the cost efficiencies within the program affect the cost analysis?
- b) Does the outlook for long-term employment potential indicate changes in future demand? If so: increase or decrease, why?
- c) What expenditures might be necessary for future growth?

5.

5. 5. Decisions on program continuation will be the responsibility of the President's cabinet. If a program closure is necessary or cost center downsizing is required after review, the appropriate union contract procedures will be followed.

6. 6. Evaluation: At each step individuals should evaluate the process to determine what modifications to the process should be made. Recommendations should be made to the President's Cabinet prior to the close of an academic year so that appropriate modifications, additions and deletions from process can be made.

Priorities identified in Element 2 include:

- Work-based learning
- Enhancing student experiences, education, and curriculum through shared equipment and technology and use of innovative simulation and tools.
- Coordination of career exploration and exposure activities for both traditional and non-traditional students.
- Understanding the regional efforts around career exploration and CTE.

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

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.

At the postsecondary level a number of processes are utilized to prioritize budget allocations. We rely heavily on advisory committee feedback, program review, strategic enrollment committee, college-wide finance committee, and faculty and staff professional development plans. The Strategic Enrollment Committee is a cross-section of faculty, staff, and administration that reviews data, policy, procedures related to prospecting, admissions, registration, retention, and graduation. The college-wide finance committee is a cross-section of individuals from the college that review requests for technology, equipment, leveraged equipment, and Perkins. The committee prioritizes based on each program's evidence of long term planning (5-year equipment plan), size and scope, and the overall impact on student learning and the program. The Committee's recommendations are forwarded to the Cabinet for review and approval.

An Academic Program Review was implemented across the college in FY20 for all programs. This is to be followed by a rotational system for review every third year. Programs designated on probationary status will be reviewed annually until removed from probationary status or discontinued. The process is as follows:

1. The program review process plays a large role in monitoring the currency and effectiveness of the curriculum in any particular discipline. The program review process serves several purposes:
 - to evaluate programs against other similar programs in the system
 - to include broad involvement of all department faculty in the analysis, evaluation, and decision-making for that program
 - to use the results of the review to make informed decisions regarding strategic planning, curriculum development, and budgeting decisions, all with a focus on continuous improvement.

The program review has an Efficiency Analysis which includes these data for the previous five years:

- Equipment and Supply Expenditures
- Personnel Expenditures
- Tuition and Fees Generated
- Other Revenue
- Cost per FYE
- Minnesota State Colleges and Universities Average Cost Per FYE
- Faculty FTE
- Discipline FYE/Faculty FTE Ratio
- Average Number of Students Enrolled Per Course
- Graduation Rates
- Job Placement Rates [if appropriate]

2. Each program associated with actual instruction will be evaluated based on the following:
 - Strategic and Academic Plans
 - FYE/FTE ratio
 - Enrollment Trends
 - Employment patterns and outlook
 - Comparison with the Minnesota State Colleges and Universities (Minnesota State) allocation model
3. Deans will analyze available data based on the five variables above and categorize their programs in four categories:
 - High Cost/Low Enrollment
 - Low Cost/Low Enrollment
 - High Cost/High Enrollment
 - Low Cost/High Enrollment
4. Category 1 programs: faculty and administration will develop an action plan by November 1 to include the following:
 1. Needs assessment.
 2. Capital cost assessment.
 3. Instructional quality assessment.
 4. Program quality assessment in terms of curriculum, equipment, schedule of courses, etc.
 5. Marketing effort.
 6. Political ramifications of discontinuation of the program.

Category 2 programs: faculty and administration will write a report outlining the actions to monitor enrollment trends and revitalize program by January 20.

Category 3 programs: no action plan or report is required. A set of cost center goals from faculty members within the program for the next fiscal year is due by May 1.

Category 4 programs: faculty and administration will report the answers to the following questions at the time of the review:

- a. How do the cost efficiencies within the program affect the cost analysis?
- b. Does the outlook for long-term employment potential indicate changes in future demand? If so: increase or decrease, why?
- c. What expenditures might be necessary for future growth?

5. Decisions on program continuation will be the responsibility of the President's cabinet. If a program closure is necessary or cost center downsizing is required after review, the appropriate union contract procedures will be followed.

6. Evaluation: At each step, individuals should evaluate the process to determine what modifications to the process should be made. Recommendations should be made to the President's

Cabinet prior to the close of an academic year so that appropriate modifications, additions and deletions from process can be made.

At the secondary level, all final decisions on all Perkins priorities and expenditures are determined by the executive team which is comprised of the Secondary Perkins Coordinator, SWWC Leadership, WIOA Leadership, Minnesota West leadership, and the postsecondary Perkins Coordinator.

- The executive team seeks input through several advisory groups including the Youth Council, Regional CTE advisory committees, Superintendents Advisory Council, and the LYFT Pathways Advisory Committee. Through these surveys and advisory committee information is being gathered from the perspectives of higher education, K-12 administration, CTE teachers, counselors, business/industry, regional economic development, State economic development, adult basic education, alternative learning programs, and workforce development.
- In addition to input from existing advisory groups, data from the Minnesota Department of Economic Development (especially the newly created dashboard https://public.tableau.com/profile/magda.olson#!/vizhome/Greiner_CareerWheel/Story1) provides valuable information about prioritizing the development of new programs and support for existing CTE programs. This dashboard helps us see alignment and gaps of current secondary and post-secondary programs with high wage, high growth, and high skill jobs in the region.
- During the 2020-21 school year, we will gather insights from student, teacher, business, and economic groups through a process called [Ripple Effects Mapping \(REM\)](#) that will be directed from the University of Minnesota Extension staff. The process is designed to gather critical insights that are not revealed in survey data. Besides evaluating programs from the perspective of the stakeholder, excitement around initiatives is generated and new ideas often emerge.
- The executive team will research possible regional comprehensive marketing strategies, as well as, work to map the region's current efforts and activities around career exploration and CTE activities. The goal would be to gauge the best approaches to educate students and parents about the benefits of CTE careers.

The decision-making process is as follows:

1. The Executive Committee gathers information through surveys and advisory group meetings (listed above).
2. Secondary Perkins Coordinator gathers and maintains the following information:
 - a. Number and type of CTE and Perkins eligible instructors by consortium school.
 - b. Database of all consortium school administrators and high school counselors.
 - c. Consortium school districts' status of approved programs through the MDE program approval process.
 - d. Inventory and location of all equipment and other significant expenditures purchased using Perkins funds.
 - e. School district participation in state-approved programs of study.
 - f. Location, capacity, and services provided at alternative learning centers and educational learning centers in the consortium.
3. The Executive Committee meets to review regional data (as listed in the CLNA) and evaluate current CTE programs.
4. Funding and management of regional projects is the responsibility of Carl Perkins Coordinator with support from the executive team and staff from the SWWC, Minnesota West, and the SW MN PIC.

School and program-specific funds will also be awarded to support the development of new programs and fueling innovation in existing programs. The process for soliciting project ideas and awarding funds is as follows:

1. Approved consortium CTE programs will be invited to submit an Innovation in CTE application in August.
2. Applications are due in October and will be weighed against the following criteria.
 - a. CTE program must be State approved and align with one of the consortium's identified POS.
 - b. Project proposal and expenditures must align with regional high wage, high growth, and high skill careers.
 - c. Must meet at least one of the following priority criteria: Integrated Academic and Technical Skills, Work-based Learning, Opportunities to earn post-secondary credits, Professional Development, or Impact on Special Populations
3. The Executive Team will review applications and award funds based on the following: total amount requested, student impact, meets multiple priority criteria, as well as other factors.

The innovative projects listed below are referenced in other Narratives within this application, but will largely be funded through Perkins Reserve dollars. They are all regional in nature and will offer benefits to all consortium schools. They were also determined as priorities because they benefit a critical mass of students, including the special population students in our schools and ALCs. In addition to Perkins funds, the consortium will also leverage LYFT Pathways, WIOA, Initiative Fund, and GTC United Way dollars. While it is our intention to impact students through all of the listed projects, they have been prioritized by the executive team during the CLNA and plan development process. Here is the order of priority:

Hybrid Career Guidance Courses and Units - A survey of our schools indicated that very few have a formal career course for students to begin to understand their unique interests and abilities, and to match what they have learned about themselves to career and training possibilities. Our partnership has started to develop a concept for a video that will be directed toward students and their parents that will provide practical planning advice. We will also develop companion materials to support the video. Additionally, we will work with our partners to develop a quarter/semester careers course that can be delivered via distance learning for those schools that do not offer this type of program. The executive team will research possible marketing strategies as well as work to map the region's current efforts and activities around career exploration and CTE activities.

Distance Learning - The recent Covid-19 pandemic has changed the delivery of CTE classes considerably. Due to the hands-on nature of CTE courses, there are challenges to the type of activities that can be taught. But, some innovative solutions and projects have also emerged during this crisis. The consortium will work with CTE teachers and instructors to better train them on distance learning methods and invest in simulations, curriculum, equipment, and technology that will add value to the learning experience for students.

Work-Based Learning Expansion and Management - Through student surveys, we have learned that students prefer to learn about careers directly from business and industry professionals. In 2020-21 we will map out the current WBL experiences with our partners and develop a regional system to expand and manage those services. To improve our efficiency we will explore WBL management systems such as FutureForce or Seamless WBL. The Perkins Consortium will provide funds for the development of a WBL system and encourage schools to share programs whenever appropriate.

FIRST Tech Challenge helps students in grades 7-12 explore careers in computer science, engineering, manufacturing; and learn teamwork, problem-solving, and communications skills through an annual competition. Teams of up to fifteen students collaborate to build and program a robot that competes on a 12' by 12' field. Each year the competition is designed to challenge students to think critically and expand their knowledge of the engineering process. We will work with our college and business partners to support the development of regional competition for 8 teams in 2020-21 and expand it in subsequent years.

English Language Learner Career Exploration Event- A ELL-specific career exploration day will be held at Southwest Minnesota State University and potentially expanded to a second site. The size of the consortium often requires events to be held in two locations to shorten transportation times for schools. An event like this will aim to expose students to careers different from those they often settle for that don't necessarily match their interests or abilities.

Integrated Academic Professional Development will be provided to secondary and post-secondary CTE instructors. Training will focus on teaching and reinforcing math, reading, writing, and science skills/standards through CTE courses. There will also be an emphasis on teaching the workplace skills that regional employers tell us are the most critical skills they seek in their employees.

CTE Specialists will work within the college to concentrate on efforts to reach out to, recruit, and retain non-traditional, underserved and special populations within CTE programs. They will also work to leverage existing tools and explore other innovative technology and tools to better communicate, expose, retain, and provide better access to students in CTE.

Members of the Lower Sioux Community will learn construction skills through rehabilitation and new construction projects.

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

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	7000
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	7500
Postsecondary Subtotal	14500
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	5600
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	6900
Secondary Subtotal	12500
TOTAL	27000

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
Gail Polejewski	Career Development Coordinator	Secondary/Post Secondary		100	87,766
Laurie Fales	Administrative Support	Secondary		75	32,586
Linda Pesch	Interim Associate Dean of Student Affairs/Post-Secondary	Post Secondary		15	0
Tom Hoff	Career and Technical Project Coordinator	Secondary		11	8,528

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

Administrative Assistant (5.3.17)

Position Description

Career and Technical Project Coordinator

Position Description

Career Development Coordinator

Position Description

Linda Pesch 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.

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.

Program Code 140710

Adrian, Benson, Canby, Comfrey, Fairmont Area, Fulda, Granada-Huntley-East Chain, Lac qui Parle Valley, Lakeview, Luverne, Marshall, Martin County West, Minnesota, Montevideo, Murray County Central, Ortonville, Pipestone, Springfield, Tracy, Westbrook-Walnut Grove, Windom, Worthington

Program Code 019901

Benson, Canby, Cedar Mountain, Dawson-Boyd, Edgerton, Ellsworth, Fairmont, Fulda, Heron Lake-Okabena, Hills-Beaver Creek, Jackson County Central, Lac qui Parle Valley, Luverne, Marshall, Martin County West, Montevideo, Mountain Lake, Minnesota, Murray County Central, Pipestone, Red Rock Central, Redwood Area, Renville County West, RTR, Springfield, Tracy, Truman, Wabasso, Westbrook-Walnut Grove, Windom, Worthington, Yellow Medicine East

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.

Minnesota West Community and Technical College

Accounting, Certificate

Accountant, Diploma

Accountant, A.A.S.

Accounting Clerk, Diploma

Business Management A.A.S

Business Management A.S.

Advanced Farm Business Management

Commodities Marketing

Ag Business

Ag Marketing

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	Internship		
Licensure			
Certification	Articulation		
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	Degree	Diploma	Certificate
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Work-based Learning	Internship		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Articulated College Credit

NOCTI

State-Recognized Required Components

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

Component is present?

- Yes**
- No**

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

Program Approval Process

[Minnesota Frameworks for Business, Marketing and Information Technology](#)

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

Component is present?

- Yes**
- No**

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

Advisory Committees

CLNA

Program Approval

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")

Program Approval Process

Business Professionals of America

Career Expo

Table C

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")

Program pages - <https://www.mnwest.edu/programs-courses>

Articulation agreements - <https://www.mnwest.edu/advisory-services/transfer-agreements>

Articulated credits - www.ctecredltmn.com

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")

Advisory Committees

Combined Secondary and Post-secondary inventory

Equipment request plan

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")

Internships

OJT

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")

[DEED Occupations in Demand Dashboard](#)

SW MN PIC Youth Council minutes

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.

Administrative Support

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.

Program Code 140710- Adrian, Benson, Canby, Comfrey, Fairmont Area, Fulda, Granada Huntley-East Chain, Lac Qui Parle Valley, Lakeview, Luverne, Marshall, Martin County West, Minneota, Montevideo, Murray County Central, Ortonville, Pipestone, Springfield, Tracy, Westbrook-Walnut Grove, Windom, Worthington

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 link immediately below.)

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

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

Minnesota West Community and Technical College

Administrative Assistant- A.A.S., Diploma

Healthcare Administrative Assistant- A.A.S., Diploma

Office Management - A.S.

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			
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	A.A.S.	Diploma	A.S.
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Articulated College Credit

Articulation Agreement

NOCTI

Business Professionals of America

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")

Approved Program

[MN Business Frameworks](#)

Course Syllabi

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

Component is present?

- Yes
- No

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

Advisory committees

Externships

Career Expo

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")

Business Professionals of America

Approved Programs

Combined Advisory Committee

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

Component is present?

- Yes
- No

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

Articulated credits

Articulation agreements

Program Pages

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")

Advisory Committees

Equipment request plan

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")

Internships, work experiences, OJT

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")

[DEED Occupations in Demand Dashboard](#)

Business Professionals of America

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.

Health Science Technology

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

Health Informatics

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.

Program Code 070300- Adrian, Edgerton, Fulda, Hills-Beaver Creek, Luverne, Murray County Central, Pipestone, Red Rock Central, SWWC Service Co-op, Wabasso, Windom

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.

Minnesota West Community and Technical College

Dental- A.A.S., Diploma

Emergency Medical Technician- Certificate

Healthcare Information Technology- A.A.S.

Medical Assitant- A.A.S.

Medical Coding- Diploma

Medical Laboratory- A.A.S.

Nursing- A.S, Diploma, Certificate

Pharmacy Technician- Diploma, Certificate

Phlebotomy Technician- Certificate

Radiologic Technology- A.A.S.

Surgical Technology- A.A.S.

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	Internship		
Licensure			
Certification	Nursing Assistant		
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	Degree	Diploma	Certificate
Work-based Learning	Clinicals	Clinicals	Clinicals
Licensure	RN	PN	

Certification			Nursing Assistant
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

- Articulated College Credit
- Articulation agreements
- Externships
- RHIT Exams
- Certified Coding Specialist (CCS)
- Certified Professional Coder (CPC)
- National Examinations by AHIMA and AAPC

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")

[Health Science Technology Education Frameworks](#)

Program Approval

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

Component is present?

- Yes
- No

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

- Advisory committees
- Industry experiences
- Internships
- Articulation meetings
- PSEO partnerships

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

Component is present?

- Yes
- No

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

[Minnesota Health Occupation Students of America \(HOSA\)](#)

- Advisory Committees
- Program Approval
- CIS Internship classes

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")

AHIMA Professional Certificate Approval Program (PCAP) Council

Accreditation in HIT, Nursing, Dental Assisting, Radiology

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")

Advisory committees

Equipment request

Post Secondary Inventory

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")

Career exploration courses that include job shadowing and industry tours

Internships

Clinicals

Externships

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")

[DEED Occupations in Demand Dashboard](#)

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

State-recognized Program of Study 4

POS 4

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

Human Services

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

Education and Training

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

Teaching/Training

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.

Program Code 090101- Adrian, Ellsworth, Fairmont Area, Heron Lake-Okabena, Lac Qui Parle Valley, Lakeview, Marshall, Minneota, Montevideo, Murray County Central, Ortonville, Pipestone, Redwood Area, Russell-Tyler-Ruthon, Tracy, Windom, Worthington, Yellow Medicine East

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.

Minnesota West Community and Technical College

Child Development- A.S., Certificate, Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internship		
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	A.S.	Diploma	Certificate
Work-based Learning	Field Experiences	Field Experiences	Field Experiences
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Articulated College Credit

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")

[Minnesota Family and Consumer Sciences \(FCS\) Frameworks](#)

Course Syllabi

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")

Articulation Meetings

Advisory Committees

Mentors

CLNA

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")

Program Approval

Advisory committee members

FCCLA

Table C

Career Expo

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")

Articulated College Credit

Articulation Agreements

Program Pages

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")

Advisory committees

Combined Secondary and Post-Secondary Equipment List

Equipment Plan

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")

Internships

OJT/Work Experience

Work-based learning worksite agreements

Field Experiences

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")

[DEED Occupations In Demand Dashboard](#)

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.

019901- Benson, Canby, Cedar Mountain, Dawson-Boyd, Edgerton, Fairmont, Fulda, Granada-Huntley-East Chain, Heron Lake-Okabena, Hills-Beaver Creek, Jackson, County Central, Lac qui Parle Valley, Lakeview, Luverne, Marshall, Martin County, West, Minneota, Montevideo, Mountain Lake, Murray County Central, Ortonville, Pipestone, Red Rock Central, Redwood Area, Renville County West, Russell-Tyler-Ruthon, Springfield, Tracy, Wabasso, Westbrook-Walnut Grove, Windom, Worthington, Yellow Medicine East.

170303- Benson, Ortonville, Tracy

171000- Benson, Granada-Huntley-East Chain, Lac qui Parle Valley, Ortonville, Yellow Medicine East

172306- Fairmont

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.

Minnesota West Community and Technical College

Mechatronics- A.A.S, Diploma, Certificate

Precision Machining- A.A.S, Diploma, Certificate

Fluid Power Technology- Diploma, A.S.

Welding- Certificate, Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internship	OJT	
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	A.A.S.	A.S.	Diploma
Work-based Learning	Internship	Internship	Internship
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Articulated College Credit

Postsecondary Agricultural Student Organization (PAS)
Skills USA
NIMS Credentials in Precision Machining
International Fluid Power Specialist Credentials in Mechatronics

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")

National AFNR Standards
Program Approval
Syllabi

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

Component is present?

- Yes
- No

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

Advisory Committee Minutes
CLNA
Program Approval
FFA
Skills USA

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")

Program Approval
Table C
FFA programs

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")

Articulated college credit
Articulation agreements
Program pages
Post-secondary Agricultural Student Organization

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")

Equipment Inventory
Equipment Spending Plan

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")

Syllabi

Worksite agreements

Internships

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")

CLNA

Surveys

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.

Program Code 019901- Canby, Cedar Mountain, Edgerton, Fulda, Jackson County Central, Marshall, Martin County West, Minneota, Mountain Lake, Murray County Central, Renville County West, Russell-Tyler-Ruthon, Springfield, Tracy, Truman, Windom, Worthington

Program Code 171000- Benson, Dawson-Boyd, Granada-Huntley-East Chain, Hendricks, Hills-Beaver Creek, Lac qui Parle Valley, Montevideo, Ortonville, Redwood Area, Westbrook-Walnut Grove, Wabasso, Yellow Medicine East

Program Code 171016- Yellow Medicine East

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.

Minnesota West Community and Technical College

Carpentry- A.A.S., Certificate, Diploma

Electrician- A.A.S., Diploma

Heating, Ventilation, and Air Conditioning/Refrigeration Technician- Diploma, A.A.S., Certificate

Plumbing and Heating Technology- Diploma, A.A.S

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	Internship		
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	A.A.S.	Diploma	Certificate
Work-based Learning			
Licensure	Apprentice	Apprentice	
Certification	OSHA 10	OSHA 10	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Articulated College Credit

Carpentry and Plumbing students work on home restoration in the city of Pipestone

Skills USA

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")

Technical Education Frameworks
Syllabi

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")

CLNA
Advisory Committees

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")

Table C
Approved Program list

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")

Program pages
Articulated college credit
Students in Electrical and Plumbing and Heating graduate and enter workforce as apprentices.

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")

Equipment List
Advisory committees

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

Component is present?

- Yes
- No

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

Work experiences
Syllabi

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")

DEED Occupations in Demand

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.

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.

Program Code 019901- Cedar Mountain, Fulda, Jackson County Central, Lac Qui Parle Valley, Lakeview, Marshall, Martin County West, Mountain Lake, Murray County Central, Red Rock Central, Russell-Tyler-Ruthton, Springfield, Wabasso, Windom, Worthington

Program Code 090101- Adrian, Ellsworth, Fairmont Area, Fulda, Hendricks, Heron Lake-Okabena, Lac Qui Parle Valley, Lakeview, Marshall, Minneota, Montevideo, Murray County Central, Ortonville, Pipestone, Redwood Area, Russel-Tyler-Ruthton, Tracy, Windom, Worthington, Yellow Medicine East

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.

Southwest Minnesota State

Culinology- B.S.

Hospitality Management- B.S.

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	Pro Start	Culinary Skills Challenge
Licensure		
Certification	Articulated Credit	
Industry-Recognized Credential	ServSafe	

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	B.S.	A.A.S	Diploma
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Articulate College Credit

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")

Syllabi
State FCS Frameworks

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")

Culinary Skills Challenge
Advisory Committees

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")

FCCLA
ProStart
Table C

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")

Program Pages
Articulated college credit

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")

Recommended Equipment List
Spending Plan

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")

Syllabi

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")

DEED Occupations in Demand

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

Additional Documentation

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

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

Statement of Assurances

Secondary Supplemental Budget:

FY21 MN West Secondary-Supplemental-Budget- June 2020

Consortium Consolidated Equipment Inventory

Perkins Combined Asset List

Additional Material

CTE Survey_Executive Summary_2020.03

Additional Material

WDB_Forums_ExecSummary_Final

Additional Material:

Know Before You Go Example

Additional Material:

MN West

Additional Material:

Checklist MN West

Additional Material:

Minneapolis Application Checklist FY21-22-1

Additional Material

MN West POS review

Additional Material:

Additional Material:

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

Budget

Proposed Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Non-Personnel	\$5,000.00	\$5,000.00
Secondary Personnel (Salary and Benefits)	\$3,000.00	\$3,000.00
Subtotal	\$13,388.30	\$13,388.30
B) Narrative 2: Programs of Study		
Postsecondary Equipment	\$19,099.72	\$19,099.72
Postsecondary Non-Personnel	\$12,100.00	\$12,100.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Equipment	\$12,000.00	\$12,000.00
Secondary Non-Personnel	\$67,662.82	\$67,662.82
Secondary Personnel (Salary and Benefits)	\$15,000.00	\$15,000.00
Subtotal	\$130,250.84	\$130,250.84
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Postsecondary Non-Personnel	\$6,000.00	\$6,000.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Non-Personnel	\$15,000.00	\$15,000.00
Secondary Personnel (Salary and Benefits)	\$4,500.00	\$4,500.00
Subtotal	\$29,888.30	\$29,888.30
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Non-Personnel	\$2,000.00	\$2,000.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Non-Personnel	\$18,000.00	\$18,000.00
Secondary Personnel (Salary and Benefits)	\$5,500.00	\$5,500.00
Subtotal	\$29,888.30	\$29,888.30
E) Narrative 5: Special Populations		
Postsecondary Non-Personnel	\$27,100.00	\$27,100.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Equipment	\$3,000.00	\$3,000.00
Secondary Non-Personnel	\$15,000.00	\$15,000.00
Secondary Personnel (Salary and Benefits)	\$5,000.00	\$5,000.00
Subtotal	\$54,488.30	\$54,488.30
F) Narrative 6: Work-based Learning		
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Non-Personnel	\$15,000.00	\$15,000.00
Secondary Personnel (Salary and Benefits)	\$6,000.00	\$6,000.00
Subtotal	\$25,388.30	\$25,388.30
G) Narrative 7: Early College		
Postsecondary Non-Personnel	\$1,500.00	\$1,500.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Non-Personnel	\$5,000.00	\$5,000.00
Secondary Personnel (Salary and Benefits)	\$4,000.00	\$4,000.00
Subtotal	\$14,888.30	\$14,888.30
H) Narrative 8: Support to Professionals		
Postsecondary Non-Personnel	\$16,000.00	\$16,000.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Non-Personnel	\$22,000.00	\$22,000.00
Secondary Personnel (Salary and Benefits)	\$8,000.00	\$8,000.00
Subtotal	\$50,388.30	\$50,388.30
I) Narrative 9: Performance Gaps		

	Grant Funded	Total Budgeted
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Non-Personnel	\$6,000.00	\$6,000.00
Secondary Personnel (Salary and Benefits)	\$4,119.00	\$4,119.00
Subtotal	\$19,507.30	\$19,507.30
J) Narrative 10: Consortium Governance		
Postsecondary Admin (5% max)	\$6,500.00	\$6,500.00
Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
Postsecondary Personnel (Salary and Benefits)	\$4,388.30	\$4,388.30
Secondary Admin (5% max) UFARS 895	\$13,615.59	\$13,615.59
Secondary Non-Personnel	\$8,000.00	\$8,000.00
Secondary Personnel (Salary and Benefits)	\$7,000.00	\$7,000.00
Subtotal	\$43,503.89	\$43,503.89
K) Narrative 11: Reserve Funds		
Postsecondary Admin (5% max)	\$3,500.00	\$3,500.00
Postsecondary Equipment	\$62,289.42	\$62,289.42
Postsecondary Non-Personnel	\$36,000.00	\$36,000.00
Secondary Admin (5% max) UFARS 895	\$4,914.41	\$4,914.41
Secondary Equipment	\$6,000.00	\$6,000.00
Secondary Non-Personnel	\$92,289.48	\$92,289.48
Subtotal	\$204,993.31	\$204,993.31
Total Proposed Cost	\$616,573.44	\$616,573.44

Proposed Budget Narrative

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

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

Secondary Personnel (Salary and Benefits)

Facilitating advisory committee meetings, collecting consortium data, establishing an annual plan, reporting of progress. Coordinating and delivering professional development opportunities for consortium CTE teachers. Planning and managing skills competitions (i.e., Culinary Skills Challenge, FIRST Technology Challenge) for students to learn and demonstrate technical, academic and workplaces skills in science, math, computer science, engineering, and manufacturing. Scheduling Project Discovery students, development of new career exploration units, expanding transition services throughout the consortium service area. Consortium planning and management including working with advisory groups, completing annual plan, meeting costs, year-end evaluation and reporting. Development of distance learning materials and a one-semester career course curriculum (i.e., staff time, curriculum, and simulations) Development and expansion of regionalized WBL programs (job shadowing, industry tours, internships) Support for career exploration and assessment development for special population students through Project Discovery and Project SEARCH

Secondary Non-Personnel

Tracking equipment inventory for approved CTE programs that align with our identified Programs of Study. Payments and reimbursement to schools for approved program CTE instructors professional development to support identified POS Development of distance learning materials and a one-semester career course curriculum (i.e., staff time, curriculum, and simulations)

Postsecondary Personnel (Salary and Benefits)

Salary for Consortium Coordinator

Postsecondary Non-Personnel

Travel and costs for consortium meetings and advisory committees.

B) Narrative 2: Programs of Study

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

Secondary Personnel (Salary and Benefits)

Processing expenditure requests from consortium schools for shared equipment, professional development, technology, and supplemental equipment Tracking equipment inventory for approved CTE programs that align with our identified Programs of Study.

Secondary Non-Personnel

Payments and reimbursement to schools for approved program purchases of specialized equipment, instructional supplies and supplementary curriculum

Secondary Equipment

Payments and reimbursement to schools for approved program purchases of specialized equipment, instructional supplies and supplementary curriculum

Postsecondary Personnel (Salary and Benefits)

Salary for Consortium Coordinator

Postsecondary Non-Personnel

NOCTI Testing Competitions and student organizations Outreach and marketing

Postsecondary Equipment

Equipment upgrades and new and innovative technology and equipment

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

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

Secondary Personnel (Salary and Benefits)

Facilitating advisory committee meetings, collecting consortium data, establishing an annual plan, reporting of progress.

Secondary Non-Personnel

Coordinating and delivering professional development opportunities for consortium CTE teachers.

Postsecondary Personnel (Salary and Benefits)

Salary for Consortium Coordinator

Postsecondary Non-Personnel

Career interest, awareness, and aptitude assessments and activities.

D) Narrative 4: Integrated Academic and Technical Skills

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

Secondary Personnel (Salary and Benefits)

Processing expenditure requests from consortium schools for shared equipment, professional development, technology, and supplemental equipment Coordinating and delivering professional development opportunities for consortium CTE teachers. Facilitating advisory committee meetings, collecting consortium data, establishing an annual plan, reporting of progress.

Secondary Non-Personnel

Payments and reimbursement to schools for approved program purchases of specialized equipment, instructional supplies and supplementary curriculum Specialized supplies and technology to support technical skill development and industry-based student organization competitions POS for approved CTE programs.

Postsecondary Personnel (Salary and Benefits)

Salary for consortium coordinator

Postsecondary Non-Personnel

Support for CoderDojo

E) Narrative 5: Special Populations

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

Secondary Personnel (Salary and Benefits)

Coordinating and delivering professional development opportunities for consortium CTE teachers. Facilitating advisory committee meetings, collecting consortium data, establishing an annual plan, reporting of progress. Planning, organizing, and implementing the Career Expo, which includes partnership meetings, employer recruitment, facility logistics, scheduling, and evaluation.

Secondary Equipment

Development of distance learning materials and a one-semester career course curriculum (i.e., staff time, curriculum, and simulations)

Postsecondary Personnel (Salary and Benefits)

Salary for consortium coordinator

Postsecondary Non-Personnel

Communication and retention tools for students - Gradefirst, Right Now Outreach, marketing, survey and retention activities

F) Narrative 6: Work-based Learning

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

Secondary Personnel (Salary and Benefits)

Planning and managing skills competitions Facilitating advisory committee meetings, collecting consortium data, establishing an annual plan, reporting of progress.

Secondary Non-Personnel

Development and expansion of regionalized WBL programs (job shadowing, industry tours, internships)

Postsecondary Personnel (Salary and Benefits)

Salary for consortium coordinator

G) Narrative 7: Early College

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

Secondary Personnel (Salary and Benefits)

Coordinating and delivering professional development opportunities for consortium CTE teachers.

Secondary Non-Personnel

Technical assistance and support to local school districts and staff for CTE program approval and articulation

Postsecondary Personnel (Salary and Benefits)

Salary for consortium coordinator

Postsecondary Non-Personnel

Articulation website maintenance

H) Narrative 8: Support to Professionals

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

Secondary Personnel (Salary and Benefits)

Coordinating and delivering professional development opportunities for consortium CTE teachers

Secondary Non-Personnel

Payments and reimbursement to schools for approved program CTE instructors professional development to support identified POS

Postsecondary Personnel (Salary and Benefits)

Salary for consortium coordinator

Postsecondary Non-Personnel

Mentorship and professional development

I) Narrative 9: Performance Gaps

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

Secondary Personnel (Salary and Benefits)

Scheduling Project Discovery students, development of new career exploration units, expanding transition services throughout the consortium

Secondary Non-Personnel

Payments and reimbursement to schools for approved program CTE instructors professional development

Postsecondary Personnel (Salary and Benefits)

Salary for consortium coordinator

Postsecondary Non-Personnel

Outreach and retention activities

J) Narrative 10: Consortium Governance

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

Secondary Personnel (Salary and Benefits)

Consortium planning and management including working with advisory groups, completing annual plan, meeting costs, year-end evaluation and reporting

Secondary Non-Personnel

Rental for program space and communication costs

Secondary Admin (5% max) UFARS 895

5% indirect cost chargeback for Perkins Basic and Reserve

Postsecondary Personnel (Salary and Benefits)

Salary for consortium coordinator

Postsecondary Non-Personnel

Travel, mileage, registrations for secondary and postsecondary coordinators

K) Narrative 11: Reserve Funds

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

Secondary Non-Personnel

Planning, organizing, and implementing new projects

Secondary Equipment

Development of distance learning materials and a one-semester career course curriculum

Postsecondary Non-Personnel

Integrated academics, CTE specialists, Lower Sioux project

Postsecondary Equipment

Innovative communication and education tools and equipment.

Secondary Admin (5% max) UFARS 895

5% Admin Costs

Postsecondary Admin (5% max)

5% Admin Allowance