MINNESOTA STATE
Career and Technical Education

FY21-22 Strengthening Career and Technical Education for the 21st Century Act North Country Consortium

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

Submitted by Elaine Hoffman

Submitted on 06/25/2020 8:38 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Yingfah Thao

Public Link

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

Is Published

Yes

Submission Information

Submission Window

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

Submission Timeline Additional Information

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

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

FY21-22 Strengthening Career and Technical Education for the 21st Century Act North Country Consortium

Total Amount of Award Requested

$385,067.16

Primary Contact Information

Name

Elaine Hoffman

Email Address

d1ncvcc@paulbunyan.net

Address

PO Box 548
Bemidji, MN 56619-0548

Phone Number

(218) 755-4594

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.

North Country Vocational Cooperative Center, District 919

Northwest Technical College, Bemidji

Bemidji High School, District 31

Blackduck High School, District 32

Cass Lake/Bena School, District 115

Kelliher School, District 36

Laporte School, District 306

Nevis School, District 305

South Koochiching/Northome/Indus, District 363

Park Rapids High School, District 309

Walker/Akeley/Hackensack School, District 113

Lake-of-the-Woods School - Baudette, District 390

Trek North School, District 4106

Bug-O-Nay-Ge-Shig School, District 1115

Red Lake School, District 38

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.

Please see attached file

Upload your completed CLNA Framework
CLNA reporting framework North Country

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

CLNA Results

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.

Programs of Study for North Country Consortium

These were identified by DEED Region 2 - Industry projections and NW Minnesota Occupation in Demand by Education Level, 2019

Early Childhood Development & Services (HS)

BHS: Child in the family, childcare & education

SK: Child development and parenting, human development topics

Automotive Service & Performance (EMT)

BHS: Auto Tech 1, Steering & suspension, brake systems, auto electrical, auto electronics, Engine performance 1,2,3

Therapeutic Services – nursing (HST)

BHS: Medical Careers Exploration, Medical Terminology, FA/CPR

W/H/A: Health Careers, Healthcare Core Curriculum, Medical Terminology, FA/CPR

Accounting (BMA)

BL: Accounting 1 & 2

CLB: Accounting 1 &2

Kelliher: Accounting Principles 1 & 2

LOW: Accounting 1 & 2

PR: Accounting, Advanced Accounting

W/H/A: Accounting 1 & 2

Plumbing/HVAC (EMT)

BHS: Construction Technology I, Advanced Construction Technology

BL: Building trades 1,2,3

Kelliher: Building Trades 1, 2

Medical Coding (HST)

BHS: Medical Careers Exploration, Medical Terminology

W/H/A: Health Careers, Healthcare Core Curriculum, Medical Terminology

Funding to improve programs of Study will be allocated to Accounting - Quickbooks Certification for new instructor and technology tools to assist in instruction, Plumbing/HVAC - much needed new equipment for program

SECONDARY:

A complete reset of programs of study within North Country Vocational Cooperative is being planned for 2020-2022. Based on CLNA results, the demand for skills-based education is high, particularly in manufacturing and ancillary services and health care, as shown in local, regional, and state-wide DEED data. Survey data also show that students want more access to non-conflicting, scheduled CTE courses. There has been a shift due to requests for new/revised programs and also a shift due to retirements that require innovative strategies for refining the POS to meet guidelines and also comply with the parameters of instructional time within each school. Each program has unique needs that will be discussed and approached in ways that will consider the size, scope, and quality of programs.

Park Rapids High School: Agriculture

Park Rapids has been fortunate in getting a CTE licensed instructor. North Country is currently working to align the curriculum and assess needs for the program so it is up-and-running as an approved program, Fall 2020. Much of the curriculum documentation has already been accomplished. Park Rapids has also added a career counselor who is vigorously promoting CTE programs within the school and advancing links to local industry and professional associations.

Lake-of-the-Woods, Baudette: Metals/fabrication and Construction Careers

A course in welding began in school year 19-20 with plans to expand to more courses and fulfill requirements for licensure by the instructor. There is also ongoing effort in getting proper credentialing for the construction careers instructor, after which time a complete review and update of curriculum will be done. This is scheduled for Fall, 2020.

Bemidji: Voyageurs Expeditionary School (charter)

Voyageurs is introducing a basic construction trades program and would like help in getting the process for state CTE approval underway. The Covid-19 event has sidelined this project until sometime next year. The instructor is currently developing curriculum to align with state standards.

Kelliher High School: Multimedia and Video Technology

There is ongoing brainstorming on how to incorporate Multimedia into the current manufacturing classes. The technology available could provide a more in-depth experience for students by introducing high levels of video technology as used in industry. There are two teachers currently working side-by-side experimenting with curriculum. Kelliher has been on the front burner of innovation for creative entrepreneurial pursuits and would like to take this idea to a higher level. Students are currently using manufacturing processes in conjunction with multimedia to create unique items for industry and instructors would like to further combine these technologies. The project requires imbedding flexibility into team teaching associated coursework. It's a fascinating new twist on combining subject areas. The plan is to have this completed Spring, 2021.

Walker/Akeley/Hackensack High School: Construction Careers

After idling for several years without available staff, Walker has hired an instructor in the area of construction. It requires a complete overhaul of the current lab and refitting every aspect of the facility. Not only do they need everything, but the whole place will be cleared out including shelving and broken equipment. There are currently no supplies. To accomplish this, the administration and the instructor have agreed to work in the direction of complying with POS guidelines for curriculum and licensure in order to qualify for Perkins funding. Discussion is underway to identify/outline the many steps needed to get the program up-and-running by Fall, 2020. That may be a stretch due to the overwhelming equipment needs (including electrical) as the school is starting from zero but the instructor is motivated to take on the project and has encouragement/support from administration. In this case, as with nearly all programs, proper CTE credentialing for the instructor will be a factor.

<u>Bemidji High School: Multimedia and Video Technology</u>

A proposal has been made by twp visual arts teachers, to expand the Multimedia and Video Technology program currently taught by a CTE licensed instructor. The proposal would focus on innovative industry-level printing processes and graphic design. This proposal would add a new dimension to the current video technology curriculum. Everyone has received guidelines for curriculum and credentialing information for POS requirements and discussion is on-going for creating a new Bemidji Academy pathway. Delays due to Covid-19 push the completion date out to Spring of 2021. Industry grants are being explored for providing advanced processes.

<u>Bemidji High School: Welding and Metal Fabrication</u>

An overwhelming, ongoing demand for classes has prompted BHS administration to add another teaching position in the trades and industry programs. The position would add nearly 120 additional students in welding to the currently completely filled courses in all CTE program areas offered at BHS. While this is already an existing program at Bemidji High School, it will cause a shift in teaching schedules, equipment needs and curriculum updates. The current welding lab is well equipped but the shift in teaching loads for teachers will result in an increase in construction-related courses as well. The position will bring about an expansion of course offerings in more than one area and will require updating current curriculum on file and equipment in construction-related labs. The CTE courses are BHS are all filled to the brim and yearly registration shows a need for expansion in FCS as well (8 full sections requested beyond teaching load capacity).

Each of these schools has been strongly, and positively, affected by the Rural Career and Technical Education Consortium Grant - Century Program. The technology upgrade in trades in industry brought about by this grant makes it necessary to re-evaluate current programs and get all facets of curriculum to reach higher levels. The Rural CTE Grant opens doors to directly impact industry in the northwest region and all of Minnesota. It will be a prime mover in advancing CTE and perfectly aligns with Perkins V for sustained development of career preparation at the highest levels.

Secondary:

$24,595.51: Equipment: 135(b)(5)(D) Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials. The leadership committee will meet to determine allocations for equipment support as upgrades and revisions to programs are made.d Special consideration will be for the expanded program for welding at Bemidji High School (approx. $15,000) for safety upgrades and new equipment. Also, the new Ag program in Park Rapids will be re-evaluating curriculum and requests will be prioritized. Additional grant fund opportunities from the agriculture industry will be explored.

$10,000.00: Professional development/training: 135(b)(2)(C) Providing teachers, faculty, school leaders, admistrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knolwedge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards and credentials.

$5,000.00: Curriculum development: 135(b)(5)(A); A curriculum aligned with the requirements for a program of study. This will allow time for teachers to develop integrative curriculum and clear pathways for program areas.

POSTSECONDARY

Business POS - $650.00 Quickbooks certification for new faculty: Sec. 135 (b)(2)(C)

Business POS - $240.00 Intuos Graphics Drawing Tablet Sec. 135 (b)(5)(M)

Plumbing/HVAC - $6900.00 Drill Kits, Expander Tools, Force Logic Press Sec. 135 (b)(5)(D)

Bemidji High School was named by the US News and World Reports Magazine as one of the best high schools in Minnesota and ranked 53 in the state.

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.

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

S**North Country Consortium schools participate in industry tours, career fairs, post-secondary school visits, counselor updates, guest speakers, active advisory boards, and job skills partnerships with industry. These activities are promoted, supported, and encouraged in all program areas.**

Bemidji High School, the largest district in the North Country Consortium utilizes the academy model. The following opportunities are available for students to build career awareness while earning high school credit for the experience:

Job shadowing:

Job shadowing is available to students in grades 10-12. Students are excused from school for a half-day or full-day job-shadow experience with a mentor in a career field of interest.

Work-based Learning:

Work-based learning is available to 12th grade students who may work one or more terms with a community-based employer/mentor to learn occupational skills during the school day.

Work Seminar:

Work Seminar is an on-campus business course used in conjunction with Internship and Work-Based Learning experiences. This course gives students the opportunity to explore various careers and build essential foundational skills in the areas of problem-solving, decision-making, and critical thinking. Aptitude and personality analysis are explored along with work safety, resume building, interview preparation, and budgeting. Soft skills taught through the course include: responsibility at the workplace, taking initiative, reliability, workplace ethics, and communication skills.

Academies are offered in the following areas: Automotive Technology; Business Management; Light, Sound & Video; Mechatronics; Law Enforcement; Leadership; Child Care & Education; Construction Trades; Natural Resources Management; PLTW Engineering; Aerospace Technology; Art & Design; Health Careers; Information Technology; Entrepreneur; Fire & Rescue.

- 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.

CLNA data show interest and demand for more CTE course offerings by students in all program areas. The academy model used in Bemidji High School, and a modified plan expanding to smaller districts, gives students direct contact with industry career updates from large, active advisory boards. Close partnership with Sanford Health Services provides students with practicum experiences and opportunities for career pathways. Several consortium schools also participate in the BestPrep mentorship program and professional links. Manufacturing and health sciences areas are shown to be both in demand and high-wage for NW Minnesota; nearly all schools include one/both of these program areas. However, DEED data show strong regional and state-wide demand for these career areas as well.

Bemidji Career Academy students are given the opportunity to assess their skills and talents as they pertain to the world of work, build skills transferable to the workplace by taking courses specific to their chosen Career Academy, access free college courses while in high school, and have the opportunity to participate with community businesses who provide invaluable "real world" workplace experience.

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

Students receive on-going career guidance from counselors and teachers. All programs have opportunities for visiting 2-year, post-secondary schools. NTC has been very active in sponsoring activities for all programs in North Country. Information is provided for teachers from national associations such as the American Welding Society has been helpful in highlighting career benefits in manufacturing.

Supporting sponsors and active advisory board members of the Bemidji Academies include: Aircorps Aviation; Bank Forward; Bar 209; Bemidji Chamber of Commerce; Concordia Language Villages; Toyota; Construction Engineers; Deerwood Bank; Exploring – Discover Your Future; First National Bank of Bemidji; Headwaters Regional Development; Greater Bemidji; Kenny's Auto; George W. Neilson Foundation; Knife River Construction; Kraus-Anderson Construction; LaValley Industries; Lakes Concrete; NLFX Professionals; Lueken's Village Foods; Nortech; North Central Door Mfg; North Country Dental; Operating Engineers; Pinnacle Marketing Group; Otter Tail Power; Paul Bunyan Communications; Potlatch/Deltic; Sanford Health; Stittsworth Meats; MI2Minnesota; Team; Walmart; Wells Technology; Wells Fargo Bank; Up North Canvas Co; Shakopee-Mdewakanton-Sioux.

Smaller school districts have limited psyical access to workforce agencies outside of their immediate location. Access is generally online and connections are made within business programs and through counselors. Bemidji District 31 is located in a central area which also serves smaller communities.

$1,000.00 Support for teacher inservice 135(b)(2)(E) Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs. This will cover travel, substitute pay, and materials for inservice/training.

$3,000.00 Professional Development 135(b)(2)(F) Providing teachers, faaculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills and understanding in pedagogical practicel, including, to the extent the eligible recipient determines that such evidence is reasonable available, evidence-based pedagogical practices. This may include job shadowing and attendance at State events.

$5,000.00 Equipment 135(b)(5)(D) Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials. Teachers will be eligible for equipment/software upgrade requests.

$2,000.00 Field trips to Industry 135(b)(1)(F) Providing students with strong experience in and comprehensive understanding of, all aspects of an industry.

POSTSECONDARY

NTC Program and Career Exploration Events:

> Program exploration days offered each semester

> Creating Virtual Tour and Program Showcases

> Freshman Exploration Days

> Early Childhood High School Outreach – visit consortium schools

> Program exploration for

Career/Academic advising; Admission representative for each academic division, serve on advisory boards to be able to communicate to perspective students and current students up to date information on industry needs in the area.

POSTSECONDARY

$1000 - Partnership with Workforce Center Sec. 135 (b)(3)

$4153.92 - Outreach for Career Programs and Events Sec. 135 (b)(1)(A)

$5000 - Professional Development: Advisory Boards Sec. 135 (b)(5)(B)

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.5B

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.

Academic and technical skills will be improved by:

1. **SECONDARY**: Encouraging and providing relevant professional development opportunities for instructors.

2. Continuation of upgrades in equipment so teachers can count on the continuity of technical skill development.

3. Continuous monitoring of curriculum for opportunities in upgrades and industry-level additions.

4. Aligning additional grant resources with program planning.

5. Supporting career exploration and skill development in the middle grades, particularly highlighting robotics and PLTW.

6. Bemidji Career Academies provide opportunities to every student to be equipped with the skills necessary to obtain high-skilled employment. Through community collaboration and intentional coursework design, the mission of the Career Academies is to allow students the opportunity to thrive in today's workforce.

North Country Consortium schools have benefited from the Rural Career and Technical Education Consortium Grant - Century Program, by providing a new platform of technology that meets industry fundamentals for manufacturing. The enormously powerful effect of this funding has created opportunities for upgrading programs by offsetting the equipment needs in trades and industry. This makes it possible to consider bigger steps in FCS, business, agriculture, and health sciences.

$45,000.00: Equipment: 135(b)(5)(D); 135(b)(5)(E) Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials. A consinuum of work-bsed learning opportunities, including simulated work environments. Post-Covid, planning will be done to upgrade equipment, particularly in FCS, to strengthen the culinary/hospitality management portions of programs. Also, the addition of a welding teaching position at Bemidji will require evaluating/upgrading safety, equipment, and ventilation needs. Providing safety training will also be considered in all CTE programs. In a poll of 5 teachers taken in Fall, 2019, a request to have 220 students and teachers trained in safety (program areas: wbl, Ag, construction) was in planning stages. It will be reconsidered, re-evaluated, and planned after the students return to school fall, 2020.

$10,000.00: Professional Development: 135(b)(2)(A): Professional development on supporting individualized academic and career and technical education approaches, including the integration of academic and career and technical education standards and curricula. Also, this will upgrade the curriculum components of safety and maintenance.

POSTSECONDARY:

Automotive Service & Performance is working on its ASE certification for students. This has been driven by the work done with the advisory committee. This will give students an additional certficiate, which will make them more marketable.

$1900 - ASE Certification and testing for students Sec. 135 (b)(4)(B)

Nursing: Simulation training for nursing faculty

Medical Coding: Use of Vlab for students and certification for instructors

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.

SECONDARY: As reported by DEED,37.6 percent of the state's American Indian population lives in the 26-county Northwest Minnesota region, including about 15,000 people residing on the Red Lake, Leech Lake, and White Earth reservations (all or partly included in North Country). In comparison, only 10.3 percent of the state's total population lives in the Northwestern part of the state.

American Indians are the largest minority group in Northwest Minnesota, and they have the highest unemployment rate. Statewide the 2010 to 2014 unemployment rate estimate for American Indians was 17.4 percent compared to 16.4 for Black or African Americans. In Northwest Minnesota the rate for American Indians was 21.6 percent, 15 points higher than that of the regions overall population.

It appears the high unemployment in younger American Indian populations – particularly among 16- to 34-year-old males – is driving overall trends. At nearly every age, American Indian men experience higher unemployment rates than women on Northwest Minnesota American Indian reservations. The highest unemployment rates are for males from 16 to 24 years of age living on the reservations (40%) and females in the same age group (33.7%).

Efforts to end the unemployment disparities are underway, with several opportunities for in-demand career training and postsecondary education available on Northwest Minnesota reservations. Post-secondary and adult learning programs at the Leech Lake Tribal College, Red Lake Nation College, and White Earth Tribal and Community College, all located on reservations, are training job seekers across the Ojibwe nation, particularly in health care training.

The Northwest Indian Opportunities industrialization Center (NWOIC) program is an example of how targeted job training simultaneously addresses social needs and persistent unemployment while providing workers who are in high demand from local employers. Data from DEED's Occupations in Demand tool shows that both certified nursing assistants (CNA's) and home health aides are among the most needed occupations in the region. It's estimated that over 2,300 CNA and home health aide positions will open up in the Northwest Minnesota planning region by 2022.

Training programs on the reservations aim to improve economic disparities in Northwest Minnesota's American Indian communities. Persistently high unemployment and low labor force participation rates can be symptoms of long-standing social challenges such as poverty, substance abuse, and low educational attainment.

In several North Country schools, the largest special population is American Indian. For instance, Red Lake has 100% American Indian enrollment. There are full CTE programs offered within all North Country programs that are available, and strongly supported, that are available to American Indian students. American Indian students face challenges that lead result in a lower than average graduation rate. In an informal survey done by North Country to get a closer look at the very complex problem of serving American Indian students, the following information was gathered from a representative of each consortium school and compiled into the following:

March, 2020

Participants providing information are from 8 North Country consortium schools with high percentages of Native American students (20% - 100%). It includes administrators, guidance counselors, and work-based-learning teachers.

The emerging issues, without variance from person-to-person (coordinators, counselors, etc), as compiled are:

What is the primary challenge for success of Native American students in your school?

1. Lack of family support. A high percentage of Native American students are in foster care or out/of/home placement and have no supporting structure or stability. The subject of employment doesn't even make the list when the students have huge living arrangement problems. Many deal with drug abuse within their homes.

What is the main barrier to employment during high school or after graduation for Native American students in your school?

2. A major barrier to employment is not graduating from high school. Students tend to be transient with a lack of consistency in their schedule and miss many days of school. Graduation rates are very low. Making up work after being so far behind is a serious issue. Admission to post-secondary schools without a high school diploma requires remedial work or some type of variance. When asked for recommendations on how this could be improved upon, participants said "resources are available but not fully utilized."

What is a primary barrier to training for careers?

3. Transportation. The students can't participate in after-school activities/jobs/training because they don't have reliable transportation. It was reported that students don't have the money to pay for drivers training and other costs associated with obtaining a drivers license ($300-500). When asked for suggestions on how this could be improved, the only suggestion was to hand out gas cards in advance of activities. Another suggestion was to offer drivers training at no cost. No suggestions were made for how the students could obtain a car once they have their license to drive.

What is the effect of Career and Technical Education programs on Native American students in your school?

4. CTE programs do positively influence enrollment/attendance because the students tend to appreciate hands-on learning, especially creative (video) technology.

   I asked for suggestions on what would be helpful to support teachers/counselors in their role with Native American students and they came up with ideas tied to finances like issuing gas cards for events so the family will be sure to have gas to get to the activity or to parent/teacher conferences. Two people said students suggested that teachers come to the parents (such as busing teachers to Red Lake) so parents don't have to travel to Bemidji. Some of the schools provide health care services (medical, dental, and child care).

   All participants said they do everything within their means through the school and as mandated by the State to provide services to the students and they are at a loss as to what more can be done.

- Prepare CTE participants for non-traditional fields

Data show participation rates in North Country are quite good. Approximately 30% of concentrators in health sciences are non-traditional. Females in trades and industry at North Country's largest district vary in concentrator data from high (welding and construction careers) to low (auto mechanics and CAD). These numbers differ from school to school. While concentrator data is a helpful snapshot, some instructors report an increase in non-traditional students entering programs through specialized courses such as auto mechanics for girls.

The Rural Career and Technical Education Consortium Grant includes Red Lake, Cass Lake, Walker, and other districts with high populations of American Indian students. They will benefit from the technology upgrades brought about by the Rural CTE grant and funding makes sustainability of the technology possible through Perkins funds. Teachers are especially eager to implement the technology; they are training throughout the summer and networking as they learn the equipment and software operation.

$3,000.00: Professional development: 135(b)(2)(E): Supporting the implementation of strategies to improve student achievement and close the gaps in student participation and peformance in career and technical education programs. The funding will be used to inform studnets/admin/teachers/counselors or the opportunities in CTE in the northwest region.

POST SECONDARY

$15,000.00 20% Salary for Tia Miles - Sec. (b)(1)(A), (b)(1)(D), (b)(1)(E), (b)(2)(E), (b)(5)(G), (b)(5)(K)

Visits all schools in the consortium, twice a year - speaks to career classes and presents to juniors and seniors about career and programs offered at NTC. 3 of the consortium schools are located on American Indian Reservations. Organizes program and career open houses outside of work hours to reach nontraditional students. Participates in various career fairs - in the spring NTC attended a career fair in Cass Lake - located on Leech Lake reservation and Red Lake - located on Red Lake reservation.

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

SECONDARY: CLNA data show students want more information about opportunities in work based learning. While the largest district (Bemidji, https://www.bemidjicareeracademies.com/) **has a well-established WBL program of academies, smaller districts have challenges such as:**

- Access/proximity to WBL sites that are industry related. Orientation to careers is encouraged and funded via job site/work place/industry visits.

- Secondary program offerings that provide fundamental skills for the local community. An example is when a small community has a limited number of jobs available for a person trained in welding and the local school does not support/have the means to provide training. If a student wants to work in the community after graduation, training information can be provided by counselors about how to obtain skills at the post-secondary level. Visiting career fairs and post-secondary career days provides students with more information.

- Staffing of the WBL position. Many of the rural schools do not have a designated WBL person on staff. Portions of WBL may be part of a counselor or teachers job description with a portion of the day reserved for WBL or there may not be a person designated at that school.

- Availability of local, high-skill industry sites.

- Health care facilities for practicum and certification experiences. An example of this challenge is in Walker where the nursing home closed (reportedly due to lack of available staff) and eliminated the only practicum facility available to students.

Other work-based learning experiences: Many of the North Country construction programs build homes either on-site or to be moved to a location after the homes are sold. Students experience real-life, on-site experience in all aspects of the construction process including plumbing, insulation, finishing, and cabinet building. A CTE program in Cass Lake builds outdoor furniture for public spaces as well as other projects that benefit the community and school. Several of the teachers are robotics coaches who facilitate development, community involvement, and competitive events. The North Country director volunteers as a judge at day-long robotics competitions in the region. The director was awarded with "Volunteer of the Year." The Rural Career and Technical Educaiton Consortium Grant - Century Program, will provide students and teachers with industry-level design/manufacturing experiences starting fall, 2020, and includes the majority of North Country schools.

Laporte High School: WBL is Dale Klingenberg who teaches in the business program.

Kelliher does not have a WBL person since the business teacher retired.

Bemidji High School has two: Lynn Falk (business and WBL) and Carly Chaffee, WBL.

Nevis has Amy Schroeder in the business program.

Walker has Kylie Carlson who does WBL that includes special ed.

Lake-of-the-Woods (Baudette): Bob Laine does WBL (business program)

Park Rapids has a lot of change happening. They have 3 new people who all will be working on WBL: Terry Schroeder (counselor), Steven Funk, a new hire (Ag and WBL) and Amber Siebert, a new hire (Ag and WBL)

Trek North and the BugONayGeShig do not have designated WBL and they do not have programs at this time.

Blackduck has a person appointed to WBL but he doesn't have the credentials: Amos Bessler; he teaches Ag and Tech courses.

So. Kooch/Rainey River (2 schools; Northome and Indus) does not have a WBL person and they are going through a major shift in admin. They also do not have any local business' for WBL sites.

Red Lake High School: No designated WBL person at this time.

POS in **all** North Country schools will be getting a thorough going-over when the teachers are back at work in classrooms. I've been working with Tom Leuthner to get his process in place for North Country – it was started by Murray Turner and is the best accounting for POS I've seen. In addition, strict advisory committee guidelines will be in place (mailing is ready to be sent out) that will help to update programs.

$3,000.00: Professional Development: 135(b)(1)(D) and 135(b)(5)(P): Career guidance and academic counselors that provide information on postsecondary education and career options. Information will be dispersed to people involved with WBL in North Country schools. Making all forms of instructional content widely available, which may include use of open educational resources. The WBL activities will be promoted by informing advisory groups, counselors and administrators at professional development events. The funds will help to cover travel, materials, and sub pay.

POSTSECONDARY

The successful how-to delivery of integrating academic teaching of theory, skills, and clinical is why the nursing department is asking for help from the Perkins grant. Simulation training has been recognized as a dynamic delivery method for teaching, an opportunity to control the learning environment and assure the learning assessment. Basic and complex simulation training for faculty on newly purchased simulation equipment is needed to meet the goal of the nursing department and the needs of the students. COVID-19 presented the opportunity for nursing faculty to utilize virtual clinical experiences, validate skills and application, and realign prioritization of end-of-semester and end-of-program assessment. Faculty have rewritten the practical and associate of science program learning outcomes to a higher level and are prepared to take students to a higher level of learning with greater utilization of simulation.

$9184 - All in one-panel personal computers as designated instructor PC to be utilized with one of four new manikins being purchased Sec. (b)(5)(D)

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

Narrative 7: Early College

Early College Narrative

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

SECONDARY: North Country students may take advantage of several options for gaining post-secondary credit:

- **PSEO at Bemidji State University, Northwest Technical College, or other post-secondary schools online.**

- **Online College in the High School (OCHS). Available to all consortium schools.**

- **Customized , concurrent enrollment for Bemidji High School students to earn credit in plumbing while enrolled in constriction careers classes. This plan is now being expanded to the NTC Construction Electricity program.**

- **Credentials are available through state and national associations for online training at no cost.**

- **Industry-level automotive certification currently being developed in the Bemidji Academy.**

- **Health sciences Certified Nursing Assistant training in collaboration with Northwest Technical College and Sanford Health Services. There is on-going discussion and planning for including Walker in this program.**

$2,000.00: Travel: 135(a): . . shall use such funds to develop, coordinate, implement, or improve career and technical educaiton programs to meet the needs identified in the comprehensive needs assessment. Travel means participation/attendance in planning and coordination of early college options for North Country districts.

POSTSECONDARY

Continued work in providing PSEO courses: PLHE 1000, Nursing Assistant offerings, working on a Automotive PSEO course in Sp2020. In fall 2019 NTC collaborated with Cass Lake Bena HS and offered a PSEO Nursing Assistant course at the HS, taught by an NTC instructor. This removed many barriers for students.

$3000.00 Collaboration and networking with secondary and postsecondary instructors Sec. (b)(2)(A) and (b)(2)(B) for continued work with NTC faculty and consortium schools to provide PSEO, articulation agreements, building/construction project support, and best practices in teaching.

Po

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.

SECONDARY: Retention of current education professionals is the primary focus of North Country. The loss of even one CTE instructor is a major cause for concern. The following activities/actions are taken in this area:

- **Instructors close to retirement are encouraged to actively participate in recruiting a new instructor.**

- **Retired instructors are available on a casual basis in most districts to mentor new teachers.**

- **Licensure issues are continuously monitored with every instructor. Troy Haugen has been an enormous help with this. I really don't know what we would do without his guidance.**

- **Professional development is strongly encouraged and supported.**

- **Opportunities for networking are offered. One example is the annual Award of Excellence awarded to one or more instructors or outstanding support person at the Fall NCVCC Board Meeting. Past recipients are invited back each year to cheer on the new awardees and are provided ample time to share information about their programs.**

- **Networking opportunities are also in process due to the Rural CTE – Century Program – grant which connects 38 rural Northwestern Minnesota instructors in high-level, CNC manufacturing being introduced in their programs.**

Funds will be primarily used for *retention* of teachers currently employed in North Country districts. The strategy is to help non-licensed teachers obtain licensure to move forward with additional state approved CTE programs. Teachers who have requested assistance and those who have been identified as possible candidates will develop individual plans/timelines for obtaining licensure; they're all at different places in the process at this time. North Country will seek the help of Troy Haugen to design the individual plans. If ANY opportunity presents itself for recruiting teachers to fill retirement positions, it will certainly be pursued - at this time that isn't possible.

$3,000.00: Professional Development: 135(2): Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. The funds would be used to support/encourage teachers in their efforts to obtain, or keep current, the CTE credentials necessary for Perkins funding. It may be used to fund extra duty days for licensure/curriculum development, sub pay, and travel expenses for networking or attending informational sessions.

POSTSECONDARY:

Sponsorship for Rural Minnesota Community Health Worker Conference: Create an awareness of the impact of community health workers (CHWs) and work to improve community health.

- Improve the understanding of the proven return on investment associated with the implementation of CHWs.

$500.00 - sponsor CHW conference Sec. 135 (b)(2)(C)

Nursing: Simulation training has been recognized as a dynamic delivery method for teaching, an opportunity to control the learning environment and assure the learning assessment. Basic and complex simulation training for faculty on newly purchased simulation equipment is needed to meet the goal of the nursing department and the needs of the students. COVID-19 presented the opportunity for nursing faculty to utilize virtual clinical experiences, validate skills

and application, and realign prioritization of end-of-semester and end-of-program assessment. In order to keep all nursing instructors up to date – professional development is essential, which includes attendance at local nursing conferences, training on simulations, staying up to date with recent ACEN accreditation.

$4500 - INACSL $1500 x 3 super user faculty Sec. 135 (b)(5)(E)

$3000 - Health Educator Conference – Conference for Minnesota State two-year college nursing program faculty Sec. 135 (b)(2)(A)

$3000 - Accreditation Commission for Education in Nursing – Self Study Forum Sec. 135 (b)(2)(A)

 $2000.00 on campus professional development: assessment & learning outcomes - all campus Sec. 135 (b) (2)(F), (b)(2)(H)

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.

Program Quality: Work Based Learning 9.78% - 9.83 % in year 1 to 10:20% in year 4

Strategies for improving academic student performance will include the following steps that will be embedded into existing and future CTE curriculum as per research done by education experts Paul Black and Dylan Wiliam:

1. Align instructions to learning standards. Instructions for assignments should always be aligned to the learning target and task for mastering a learning standard. We can best know that our students have met the learning standard if we use a measureable learning target. Likewise, we should align our feedback strategies to the learning task to help our students master a learning target.

2. Include formative assessment. Students must be able to understand quality work and be able to assess the quality of their own work. Students will be given examples of quality work so they have something they cn compare their work to and can identify their learning gaps themselves. This helps to show where students need improvement. Studens may become more motivated about learning and confident in their abilities.

3. Provide consistent feedback. Education experts find that students whose teachers have used formative assessment with them significantly improved their performance on standardized tests. As a result, the highest gains occurred from lower performing students.

4. Use the feedback loop concept. This involves teachers and students simultaneously collecting and analyzing student learning information to determing where students are and where they need improvement. Students' movement from one learning target to another works best when students receive feedback to help them improve.

5. Self-assess regularly. Teachers should self-assess how ell they perform these three actions: 1) My students clearly see how one day of learning builds on the n ext day of learning; 2) I create opportunities where my students receive continuous and specific feedback that helps them improve; 3) I consistently recognize my students' strengths.

The strategies will be presented to teachers during school visits, workshop activities, and curriculum planning. Communication with math and English teachers is limited because it is not part of general CTE-related activities.

POST SECONDARY

Nontraditional program enrollment: 9.68% -9.79% in year 1 – 10.45% in year 4

> **Continued support of Bemidji High School Career Academies – Career Fair. All programs will be in attendance**

> **Program presentations to All female Auto and construction classes at Bemidji HS**

> **Program presentations at consortium schools that include work force statistics and data**

> **Continued participation of NTC faculty and staff in career courses and program specific courses**

> **$2600 Early Childhood program Outreach: travel/materials for early childhood instructor to visit each consortium school Sec. 135 (b)(1)(E)**

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
  - Of these 6 programs of study, a minimum of 4 career fields must be represented
  - All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 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.

North Country Vocational Cooperative Center Consortium:

13 member schools:

Bemidji

Blackduck

South Koochiching (Indus and Northome)

Lake-of-the-Woods (Baudette)

Cass Lake/Bena

Nevis

Park Rapids

Kelliher

Bug-0-may-ge-shig

Walker/Akeley/Hackensack

Laporte

Trek North

Red Lake

Leadership:

Elaine Hoffman, PhD, Director (Part-time)

Lynette Rathe, Admin. Assistant and Bookkeeper (Part-time)

Teri Lindseth, Bookkeeper (as needed)

Leadership Team:

Elaine Hoffman

Lynette Rathe

Tim Lutz: Bemidji School District Superintendent

Kim Goodwin: Laporte School Superintendent

Dennis Dodge: NCVCC Board Chair

Colleen Falk: Workforce Representative

Brian Stefanich: Bemidji Career Academies Director

Sarah Behrens: Northwest Technical College Perkins representative

Board of Directors:

Elaine Hoffman

Lynette Rathe

Dennis Dodge, Board Chair

Ann Long-Voelkner, Vice Chair, Clerk, Treasurer

Jacob Lien, Blackduck school board representative

Teri Vail, Cass Lake/Bena school board representative

Frank Duresky, Kelliher school board representative

John Seegmiller, Laporte school board chair/representative

Maggie Stacey, Nevis school board representative

Shelly Patten, So. Koochiching school board representative

Linda Arts, Walker/Akeley/Hackensack school board representative

Barb Thomas, Red Lake school board representative

Sarah Behrens, Northwest Technical College Perkins representative

Award of Excellence Team:

Jesse Frost, Cass Lake/Bena

Matt Wendland, Cass Lake/Bena

Eric Nord, Kelliher

Jeff Olson, Bemidji

Jeremy Berg, Blackduck

Stanley Townsdin, Laporte

Lynn Falk, Bemidji

Lisa Johnson, Bemidji

Decision-making process: The NCVCC director presents ideas/issues/budgets to the leadership team for discussion and decision-making before the bi-annual general board meetings. The general board meeting immediately follows the leadership team meeting; discussion topics are presented by the board and director for further discussion/approval by the general board. The board is made up of representatives from most of the consortium schools. Red Lake, Cass Lake/Bena, and Walker/Akeley/Hackensack all have representation for American Indian students. Bemidji Academies are represented by the Academies Director on the leadership team. Local workforce development is represented by an adjunct NTC business instructor/workforce development consultant. Chair of the

North Country board is an American Indian and has been in the role for many years. All leadership and board members receive updates on all activities of NCVCC and on plans for future events. An annual report is presented by the auditor at the fall board meeting; all of the financial information is available to all leadership team/board members.

Strategy sessions include:

A review of "where we've been."

Discussion of available resources/budget for on-going and future needs

Discussion of "state-of-CTE" as it relates to requests from teachers, the teacher shortage, strength of programs, resources, additional grants, industry participation.

The fall board meeting will include planning for clearing up the disruption caused by COVID.

Other news about projects and accomplishments of CTE program participants.

Actions/leadership at the state level.

Funding for board acctivities are used from a non-Perkins account, hence there is no funding requested for this area.

$8,305.03: Administrative: 135(d)

$36,000.00: Administrative: Director's wages: 135(a)

$5,000.00: Travel: 135(a)

$200.00: Memberships: 135(b)(5)(T) Other activities to improve career and technical education programs.

There were no drop-down options (even though the red lettering said so) that dropped down in the secondary supplemental budget form.

Northwest Technical College Leadership Council

Darrin Strosahl VP Academic Affairs

Monty Johnson Dean of Trades & Industry

Michele Brielmaier Dean of Health & Human Services

Tyler Peterson Student Success Director

Sarah Behrens Coordinator of School & Industry Partnerships

$36,199.04 45% salary for Sarah Behrens

NTC leadership meets monthly - Budget is reviewed and monitored. Leadership teams provides direction on budget process.

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

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

(1) in—

    (A) rural areas;

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

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

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

  (2) in order to—

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

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

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

SECONDARY:

Narrative 11: Innovation

Four innovative projects have been identified by leadership committee members that would maximize the reserve funds:

1. Regional consortia participation. While this may be considered professional development for the North Country director, it has also proven to be of enormous value in preparing the current Perkins grant, for sharing new ideas and providing a forum for introducing activities that would benefit all members of the group. The effect is far-reaching as it compounds the knowledge of many directors rather than each having a stand-alone consortium. **The amount to be allocated would be $9,000, which is 20% of the director's contracted salary.**

2. Curriculum development; professional development for instructors in all program areas; equipment. As the local industry survey shows, safety is the number one concern for all employers who responded. A lack of available safety training was mentioned as a concern. North Country conducted a pilot project last year that included developing curriculum specific to program areas and secured a certified trainer who can administer the training and do an evaluation of curriculum to ensure safety is an integral part of program curriculum. **The amount to be allocated for this project is $10,066.32** which covers consultant trainer time with teachers for professional development in safety, travel costs, and equipment costs.

3. Due to the overwhelming number of students requesting welding training at the Bemidji Career Academies (last spring, 6 full sections beyond already full classes were cancelled due to not having a teacher), this project would make the possibility of hiring a welding teacher a reality. The school district cost for the position is approximately $70,000. Of this amount, if $30,000 of Perkins funds could be contributed, Bemidji High School would be in a position to add approximately 120 students per year to classes in welding. This would be a one-time contribution; the school district in subsequent years will make the position a permanent part of the CTE trades and industry program and the district would assume all of the cost for the instructor. An additional effect would be the development of a second construction lab due to a shift in teaching load areas which would add another 75 students to construction courses. The total number of students who could be added as a result of the additional instructor is approximately 190. **The total amount for this project is $30,000.** This amount would cover a portion of the $70,000 salary needed for the new

position.

4. The pandemic has forced teachers in hands-on courses to develop alternative teaching methods in subjects such as carpentry and construction. A project at North Country began immediately to create a video series for a carpentry class. There are already 25 videos available in the series. All have been made available to regional consortia members and are available via internet as requested by other schools in the state. The plan for the instructional videos is to use them now and also to utilize them as a resource in the future when students return to the traditional classroom. The primary designer of the video series commented that instructors have really never had the block of time required to develop alternative methods of teaching in hands-on classes as they have now. The plan is to greatly expand upon this resource of time and to share the methods broadly. Equipment from the Visual Communications program is currently being utilized to produce the videos. **The amount for this project is $8,000.00.**

$3,003.50: Administrative 5%: 135(a) General Authority

$9,000.00: 135(a) General Authority: Director's salary to participate in collaborative regional director's consortium.

$8,000.00: 135(b)(5)(I): Expanding opportunities for students to participate in distance career and technical education and blended-learning programs. This is for the continuation of producing educational videos for trades and industry. It will also be used for presentations on how to make videos for BestPrep and other educational entities.

$10,066.32: 135(b)(5)(D) Appropriate eqipment, technology,and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials. This is funding for deveopingdelivering a comprehensive safety program for all program areas.

$30,000.00: 135(b)(5)(J) Expanding opportunities for students to participate in competency-based education programs. This is funding to facilitate the expansion of a welding program to include an additional 190 students in CTE courses at Bemidji High School. It's a one-year, one-time expense that will get the new program off the ground.

POSTSECONDARY:

North Country is in rural northern Minnesota. According to Headwaters Economic Development the area has among the highest poverty rates in the state (28.2 %). Over 70% of NTC students are first-generation college and/or low-income. Therefore, students at NTC, there is a need for additional support service to respond to students needs.

NTC recently remodeled their library to become an open spaced Student Success Center (SSC). This space allows for students to have a central point for services provided through the partnership with BSU, Assistant Director of American Indian Resource Center, Director of Disability Services, Director of Diversity and Inclusion, tutors/mentors for each division meet with students in various nooks, there is also Popcorn Tuesdays and Free Coffee Thursdays offered in the SSC.

The SSD tracks flags that instructors use to identify students needing additional support through Starfish. In fall 2019, 229 students received flags, all but 2 received outreach from the SSD or an appropriate support staff member. The flags were categorized into 11 fundamental issues for students. The issues with the most flags were: not ready/lack of motivation, course too difficult, family issues.

$34,600.96 40% of salary for Tyler Peterson - Sec. 135 (b)(4)(B) position has been redefined because there is a need for additional support services to respond to students through Starfish, coordinate mentoring/tutoring - tutors and offer both on campus and online tutoring via Zoom, facilitate partnership with BSU for short term housing options for nursing students during their clinicals as well as Nursing Assistant students and their skills sessions to be able to stay at BSU dorms for a low rate.

$11,250.00 hours for health & human service mentor/tutor, hours for auto and building trades mentor/tutor - Sec. 135(b)(4)(B)

$2456.88 Support for Native American students - cultural and academic - gatherings and events specific to needs of community, providing meals and other resources. Specific content to be determined by American Indian Advisory Board as well as from work done with Equity by design. - Sec. 135(b)(2)(E)

Medical Coding: NTC is one of only three public 2-year colleges in northern Minnesota to offer medical coding and

the only to offer three credit options. Based on data from the State of Minnesota Department of Employment and Economic Development (DEED), employment in medical coding is expected to grow 7.2% in northwest Minnesota, 9.8% in the state of Minnesota as a whole, and 15.4% nationally by the year 2024.

$3000 AAPC licence certifications for medical coding instructors (2) - Sec. 135(b)(2)(B)

Gerontology: By 2020, about 15 million people will need aid from some kind of caregiver, and by 2050 the number may reach 27 million, according to projections by the Department of Health and Human Services. In response to success of online Community Health Worker certificate, NTC will be offering an online Gerontology certificate. The Gerontology program is meeting a demand to service the increasing aging population. The program is very innovative and NTC will be the only 2 year college in the state that has such a program. We are using innovative equipment (VDT, aging simulators).

 $4000.00 Licence certification for Virtual Dementia Lab Simulation - Sec. 135(b)(2)(B)

$4492.00 Continued participation with regional Perkins consortia directors.

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

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$1000.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	$1000.00
Postsecondary Subtotal	$2,000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$1,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	$1,000.00
Secondary Subtotal	$2,000.00
TOTAL	$4,000.00

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
Elaine Hoffman	Director, NCVCC	Secondary		100%	$45,000
Lynette Rathe	Admin. Asst./Bookkeeper	Secondary		As needed/hourly	$11,308.53
Sarah Behrens	Coordinator of School & Industry Partnership	Postsecondary		45%	$36,000
Tyler Peterson	Student Success Center Director	Postsecondary		45%	$34,600
Tia Miles	Admissions Representative	Postsecondary		20%	$15,000

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
NTC Admiss Rep- Miles

Position Description
Student Success Cen Dir Peterson

Position Description
Coord School Ind- Behrens

Position Description
Job desc. Director, 6-19

Position Description
Job Desc. Admin Ast. 6-19

Position Description
Copy of Secondary Instructor Survey by Consortium

Position Description
NC POS

Position Description

Position Description
Perkins grant 20-21 narrative budget

Position Description
1902_001

Position Description
RE_ North Country needs

Position Description

Position Description

State-recognized Program of Study 1

POS 1

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

Human Services ▼

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

Human Services ▼

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

Early Childhood Development and Services ▼

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

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

List high school(s) and program code here.

Bemidji High School: Child in the family 90101, childcare & education 90101

South Koochiching: Child development and parenting 90101, human development topics 90101

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.

Northwest Technical College -

Certificate - Level I, Child Care & Education

Certificate - Level II, Child Care & Education

AAS - Child Care & Education

AS - Young Cild Education

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	Job Shadow and Internship Experience		
Licensure			
Certification	First Aid/CPR		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	certificate	AA	AAS
Work-based Learning	practicum hours	practicum hours	practicum hours
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

◉ Yes
◯ No

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

Course 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.

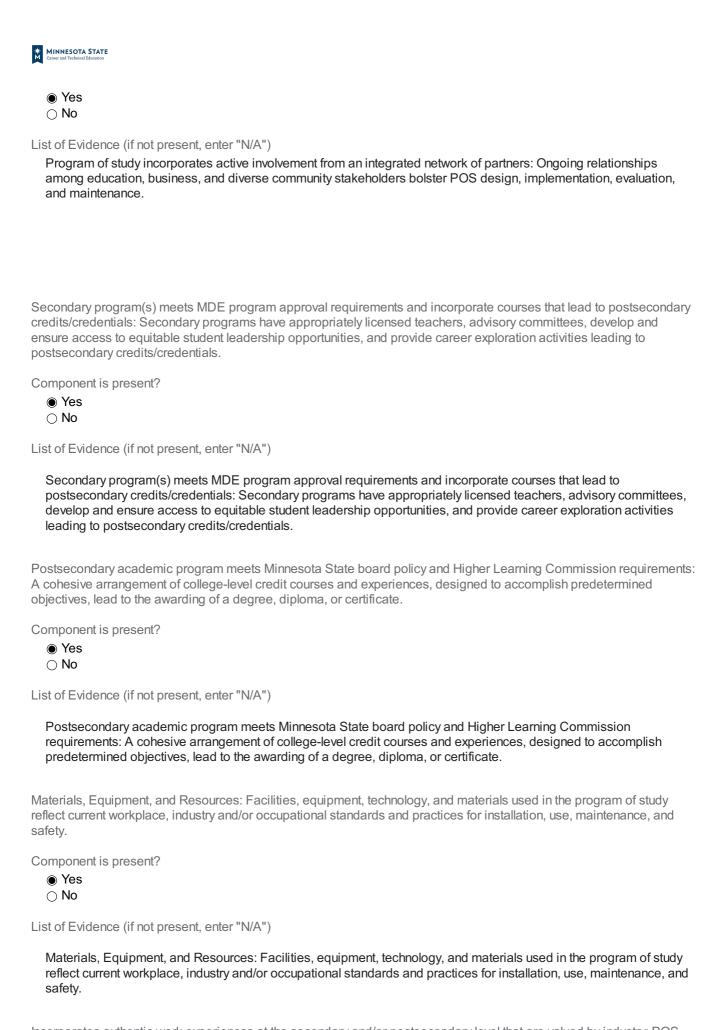Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

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

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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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.

| Engineering, Manufacturing, & Technology | ▾ |

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

| Facility and Mobile Equipment Maintenance | ▾ |

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

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

List high school(s) and program code here.

Bemidji High School: Auto Tech 1 170302, Steering & suspension 170302, brake systems 170302, auto electrical 170302, auto electronics 170302, Engine performance 1,2,3 170302

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.

Northwest Technical College - Automotive Service & Performance - 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	job shadow & internship experience		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	diploma		
Work-based Learning			
Licensure			
Certification	ASE		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Required lab hours

State-Recognized Required Components

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

Component is present?

⦿ Yes
◯ No

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

Course 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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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

![Minnesota State Career and Technical Education logo]

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.

Therapeutic 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.

Bemidji High School: Medical Careers Exploration 70208, Medical Terminology 70208/, FA/CPR 70208

Walker/Hackensack/Akeley: Health Careers 70208, Healthcare Core Curriculum 70208, Medical Terminology 70208, FA/CPR 70208

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.

Northwest Technical College - Practical Nursing: Diploma, LPN Step In: AS, Nursing Generic: AS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Job Shadow & Internship Experience	clinicals	
Licensure			
Certification	Nursing Assistant	First Aid/CPR	
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Diploma	AS	
Work-based Learning	clinicals	clinicals	
Licensure	LPN	RN	
Certification	nursing assistant	nursing assistant	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

Course 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.

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")

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.

Page 43 of 68

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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.

| 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.

Bemidji High Schools: Medical Careers Exploration 70208, Medical Terminology 70208

Walker/Hackensack/Akeley: Health Careers 70208, Healthcare Core Curriculum 70208, Medical Terminology 70208

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.

Northwest Technical College

Medical Coding - certificate

Medical Coding - diploma

Medical Coding - AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	job shadow & internship experience		
Licensure			
Certification			

Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	certificate	diploma	AAS
Work-based Learning			
Licensure			
Certification	AAPC		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ⦿ Yes
- ○ No

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

Course 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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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

State-recognized Program of Study 5

POS 5

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

```
Business, Management, &amp; 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.

Blackduck: Accounting 1 & 2 140710

Cass Lake Bena: Accounting 1 &2 140710

Kelliher: Accounting Principles 1 & 2 140710

Lake Of The Woods: Accounting 1 & 2 140710

Park Rapids: Accounting, Advanced Accounting 140710

Walker/Hackensack/Akeley: Accounting 1 & 2 140710

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

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

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

Northwest Technical College:

Accounting Certificate

Accounting AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	job shadow & internship experience		
Licensure			
Certification	microsoft office		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	certificate	AAS	
Work-based Learning			
Licensure			
Certification	quickbooks		
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

◉ Yes
◯ No

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

Course 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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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.

Bemidji High School: Construction Technology I 171000, Advanced Construction Technology 171000

BL: Building trades 1,2,3 171000

Kelliher: Building Trades 1, 2 171000

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

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

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

Northwest Technical College

Residential Plumbing & HVAC - 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	houses built	safety training	
Licensure			

Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Diploma		
Work-based Learning	apprenticeship		
Licensure			
Certification			
Industry-Recognized Credential	Master Plumber		

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ◯ No

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

Course 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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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")

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.

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.

Make a selection	▼

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.

XXXX

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.

XXX

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			
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			
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ○ Yes
- ◉ No

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

XXX

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")

XXX

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")

XXX

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")

XXX

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")

XXX

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")

XXX

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")

XXX

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 Assurance 20-21 update

Secondary Supplemental Budget:
    CLNA Secondary-Supplemental-Budget-Amplifund-Worksheet (2)

Consortium Consolidated Equipment Inventory
    inventory for grant 2021 - combined

Additional Material
    Perkins V Summary Narrative

Additional Material
    CLNA reporting framework

Additional Material:
    North Country

Additional Material:
    Checklist North Country

Additional Material:
    CLNA signature

Additional Material:
    Copy of Postsecondary Instructor Survey by Consortium

Additional Material
    Copy of Postsecondary Student Survey by Consortium (1)

Additional Material:
    Copy of Secondary Admin Survey by Consortium

Additional Material:
    Copy of Secondary Counselor Survey by Consortium

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

Budget

Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
Postsecondary Non-personnel	$650.00	$650.00
Postsecondary Non-personnel	$240.00	$240.00
Postsecondary Non-personnel	$6,900.00	$6,900.00
Secondary Equipment	$24,595.51	$24,595.51
Secondary Non-Personnel	$10,000.00	$10,000.00
Secondary Non-Personnel	$5,000.00	$5,000.00
Subtotal	**$47,385.51**	**$47,385.51**
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Postsecondary Non-personnel	$1,000.00	$1,000.00
Postsecondary Non-personnel	$4,153.92	$4,153.92
Postsecondary Non-personnel	$5,000.00	$5,000.00
Secondary Non-Personnel	$3,000.00	$3,000.00
Secondary Non-Personnel	$5,000.00	$5,000.00
Secondary Non-Personnel	$2,000.00	$2,000.00
Secondary Non-Personnel	$1,000.00	$1,000.00
Subtotal	**$21,153.92**	**$21,153.92**
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Non-personnel	$1,900.00	$1,900.00
Secondary Non-Personnel	$45,000.00	$45,000.00
Secondary Non-Personnel	$10,000.00	$10,000.00
Subtotal	**$56,900.00**	**$56,900.00**
E) Narrative 5: Special Populations		
Postsecondary Personnel	$15,000.00	$15,000.00
Secondary Non-Personnel	$3,000.00	$3,000.00
Subtotal	**$18,000.00**	**$18,000.00**
F) Narrative 6: Work-based Learning		
Postsecondary Non-personnel	$9,184.00	$9,184.00
Secondary Non-Personnel	$3,000.00	$3,000.00
Subtotal	**$12,184.00**	**$12,184.00**

	Grant Funded	Total Budgeted
G) Narrative 7: Early College		
Postsecondary Non-personnel	$3,000.00	$3,000.00
Secondary Non-Personnel	$2,000.00	$2,000.00
Subtotal	**$5,000.00**	**$5,000.00**
H) Narrative 8: Support to Professionals		
Postsecondary Non-personnel	$500.00	$500.00
Postsecondary Non-personnel	$2,000.00	$2,000.00
Postsecondary Non-personnel	$4,500.00	$4,500.00
Postsecondary Non-personnel	$3,000.00	$3,000.00
Postsecondary Non-personnel	$3,000.00	$3,000.00
Secondary Non-Personnel	$3,000.00	$3,000.00
Subtotal	**$16,000.00**	**$16,000.00**
I) Narrative 9: Performance Gaps		
Postsecondary Non-personnel	$2,600.00	$2,600.00
Subtotal	**$2,600.00**	**$2,600.00**
J) Narrative 10: Consortium Governance		
Postsecondary Personnel	$36,199.04	$36,199.04
Secondary Personnel	$8,305.03	$8,305.03
Secondary Personnel	$36,000.00	$36,000.00
Secondary Personnel	$5,000.00	$5,000.00
Secondary Personnel	$200.00	$200.00
Subtotal	**$85,704.07**	**$85,704.07**
K) Narrative 11: Reserve Funds		
Postsecondary Non-personnel	$3,000.00	$3,000.00
Postsecondary Non-personnel	$4,492.00	$4,492.00
Postsecondary Non-personnel	$2,456.88	$2,456.88
Postsecondary Non-personnel	$4,000.00	$4,000.00
Postsecondary Personnel	$34,600.96	$34,600.96
Postsecondary Personnel	$11,520.00	$11,520.00
Secondary Admin UFARS 895	$3,003.50	$3,003.50
Secondary Equipment	$30,000.00	$30,000.00
Secondary Non-Personnel	$8,000.00	$8,000.00
Secondary Non-Personnel	$10,066.30	$10,066.30

	Grant Funded	Total Budgeted
Secondary Personnel	$9,000.00	$9,000.00
Subtotal	**$120,139.64**	**$120,139.64**
Total Proposed Cost	$385,067.14	$385,067.14

Proposed Budget Narrative

B) Narrative 2: Programs of Study

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

Postsecondary Non-personnel

Accounting POS: Quickbooks certification for new faculty: Sec. 135 (b)(2)(C)

Postsecondary Non-personnel

Accounting: The tablet to write using a pen, much like on a white board, to prepare instructional videos Business Intuos Graphics Drawing Tablet Sec. 135 (b)(5)(M)

Postsecondary Non-personnel

Plumbing/HVAC: drill kits and an expander tool, Force Logic Press Sec. 135 (b)(5)(D)

Secondary Equipment

Equipment related to supporting programs of study

Secondary Non-Personnel

Professional development for developing programs of study

Secondary Non-Personnel

Curriculum development for programs of study

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

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

Postsecondary Non-personnel

Collaboration with Workforce Center Sec. 135 (b)(3)

Postsecondary Non-personnel

Outreach for career and program exploration Sec. 135 (b)(1)(A)

Postsecondary Non-personnel

Professional development for Advisory boards Sec. 135 (b)(5)(B)

Secondary Non-Personnel

Professional development.

Secondary Non-Personnel

Equipment as required

Secondary Non-Personnel

Field trips to industry

Secondary Non-Personnel

Support for teacher in-service

D) Narrative 4: Integrated Academic and Technical Skills

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

Postsecondary Non-personnel

Auto program ASE certification and testing for students Sec. 135 (b)(4)(B)

Secondary Non-Personnel

Equipment as required for upgrading labs

Secondary Non-Personnel

Professional development

E) Narrative 5: Special Populations

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

Postsecondary Personnel

Admissions: presents to consortium school career classes, working with multiple measures Sec. (b)(1)(A), (b)(1)(D), (b)(1)(E), (b)(2)(E), (b)(5)(G), (b)(5)(K)

Secondary Non-Personnel

Professional development

F) Narrative 6: Work-based Learning

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

Postsecondary Non-personnel

All in one-panel personal computers as designated instructor PC to be utilized with one of four new manikins being purchased Sec. (b)(5)(D)

Secondary Non-Personnel

Professional development

G) Narrative 7: Early College

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

Postsecondary Non-personnel

Collaboration and networking with secondary and postsecondary instructors Sec. (b)(2)(A) and (b)(2)(B)

Secondary Non-Personnel

Travel

H) Narrative 8: Support to Professionals

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

Postsecondary Non-personnel

sponsorship and presence at Rural MN Community Health Worker Conference Sec. 135 (b)(2)(C)

Postsecondary Non-personnel

on campus professional development - nursing Sec. 135 (b)(2)(F), (b)(2)(H)

Postsecondary Non-personnel

INACSL $1500 x 3 super user faculty Sec. 135 (b)(5)(E)

Postsecondary Non-personnel

Health Educator Conference – Conference for Minnesota State two-year college nursing program faculty Sec. 135 (b)(2)(A)

Postsecondary Non-personnel

Accreditation Commission for Education in Nursing – Self Study Forum Sec. 135 (b)(2)(A)

Secondary Non-Personnel

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)

Postsecondary Non-personnel

Early Childhood program Outreach: travel/materials for early childhood instructor to visit each consortium school Sec. 135 (b)(1)(E)

J) Narrative 10: Consortium Governance

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

Postsecondary Personnel

percent of Perkins Coordinator salary

Secondary Personnel

Secondary admin. UFARS 895

Secondary Personnel

Wages - director

Secondary Personnel

Travel

Secondary Personnel

Dues and memberships

K) Narrative 11: Reserve Funds

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

Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Personnel

percentage of Student Success Position Sec. 135 (b)(4)(B)

Postsecondary Personnel

hours for health & human service mentor/tutor, hours for auto and building trades mentor/tutor Sec. 135(b)(4)(B)

Postsecondary Non-personnel

AAPC licence certifications for medical coding instructors (2) Sec. 135(b)(2)(B)

Postsecondary Non-personnel

participation in regional Perkins directors activities and participation in Perkins work

Postsecondary Non-personnel

Cultural/academic support of native american students

Postsecondary Non-personnel

Virtual Dementia Lab Certification Training

Secondary Personnel

Salary

Secondary Admin UFARS 895

5% admin

Secondary Equipment

Portion of $70,000 salary to support expansion of welding program offerings at Bemidji High School. One-time cost.

Secondary Non-Personnel

Professional Development - video production

Secondary Non-Personnel

Professional development for launching safety program as per industry feedback.