



FY20 Southeast Minnesota Consortium

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

Submitted by Brian Cashman

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Opportunity Details

Opportunity Information

TITLE

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

DESCRIPTION

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

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

FUND ACTIVITY CATEGORY

Education

OPPORTUNITY MANAGER

Jeralyn Jargo

OPPORTUNITY POSTED DATES

3/7/2019 5:00:00 AM

FUNDING OPPORTUNITY NUMBER

July2019

CFDA NUMBER

84.048A

PUBLIC LINK

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

IS PUBLISHED

Yes

Award Information

AWARD PERIOD

07/01/2019 - 06/30/2020

EXPECTED NUMBER OF AWARDS

26

MATCHING REQUIREMENT

No

Submission Information

SUBMISSION WINDOW

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

SUBMISSION TIMELINE TYPE

One-Time

SUBMISSION TIMELINE ADDITIONAL INFORMATION

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

Eligibility Information

ELIGIBILITY TYPE

Public

ADDITIONAL ELIGIBILITY INFORMATION

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

Additional Information

ADDITIONAL INFORMATION URL

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

ADDITIONAL INFORMATION URL DESCRIPTION

Minnesota State Colleges and Universities Career and Technical Education

Project Information

Application Information

APPLICATION NAME

FY20 Southeast Minnesota Consortium

TOTAL AMOUNT OF AWARD REQUESTED

\$348,966.17

Primary Contact Information

NAME

Brian Cashman

EMAIL ADDRESS

bcashman@gced.k12.mn.us

ADDRESS

Update
Update, MN 55555

PHONE NUMBER

651.388.4441

Project Description

Summary Narrative

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

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

For this transition year we have utilized data from a variety of sources to guide and validate the selection of our CTE programs of study. We have collaborated with our regional Workforce Development Center to pull and analyze data that identifies career areas with emerging and/or established need, and to then select CTE programs that overlap with those areas. We have utilized data from LMIWise (<https://careerwise.minnstate.edu/lmiwise>) and from the Minnesota Office of Employment and Economic Development (https://apps.deed.state.mn.us/lmi/oid/Results_9Columns.asp). Finally, we have pulled information from Workforce Development Inc., and Community Economic Development Associates. Probably the best snapshot of Southeast Minnesota's regional employment data was captured in the Southeast Minnesota Regional Economic Study Final Report, published in October 2018. This report, a partnership between the Southeastern Minnesota League of Municipalities (SEMLM) and Community Economic Development Associates (CEDA) working with the consulting group HR&A, Inc. of New York, contains the following narrative (pg. 23):

“• Employment growth has slowed in recent years, **though jobs have grown by approximately 1.3% per year** between 2009 and 2016; unemployment in Region is lower compared to the state and the country, signaling strong employment trends in the Region.

• **Health care, manufacturing, and government are the Region's largest industry employers**; combined, these industries make up more than 50% of the Region's jobs. Tourism, though not a historically significant industry, is growing rapidly, particularly in Winona, Olmsted, and Fillmore counties, where employment in tourism related industries has risen over 15% since 2009.40

• Even with positive employment growth, throughout the Region employers face challenges reaching skilled workers, creating a **talent mismatch**.

• Lower wages in the Region (7% lower than statewide averages) make attracting and retaining workers challenging; however, **wages in the Region are growing at a faster rate** than elsewhere in the state.

• **Higher health care premiums** in the Region than elsewhere in the state, making business attraction and retention challenging.

• A variety of **major regional initiatives**, both planned and underway, including the planned expansion of Destination Medical Center, growing manufacturing industries in Winona and Goodhue Counties, and potential future transportation and tourism initiatives.”

Also worth noting is the following from page 19 of the same report:

“While the agricultural industry is not a major employer, and is unlikely to experience significant future growth, it has historical and cultural significance throughout the Region. In coordination with the Region's concerted tourism and branding strategy, there is an opportunity to reframe the Region's agricultural industry to meet the needs of current and future residents, fostering small-scale efforts and leveraging the farm-to-table and slow food movements.” (The complete report can be found at: <https://www.semlm.org/>.)

Our Program of Study work in FY20 will be focused primarily on the Career Fields of:

- Business, Management, & Administration
- Engineering, Mathematics, & Technology
- Health Science Technology

This said, we will support the following specific work in these additional Career Fields:

- Agriculture, Food, & Natural Resources - movement towards a Program of Study between secondary Agriculture programs and the post-secondary Sustainable Food and Farming program (and positioned well to respond to the statement above regarding reframing the Region's agricultural industry)
- Arts, Communication, & Information Systems - movement towards a Program of Study within the Career Cluster of Information Technology
- Human Services - refinement of the Early Childhood Development and Services Program of Study

Please note that the Minnesota State College Southeast Musical Instrument Repair programs are signature programs of the College, with students coming from across the country and even the world to attend. Because of its uniqueness, we intend to continue to support and highlight this program in FY20 and moving on forward. For Program of Study purposes, we are aligning the Electric Guitar Building certificate program with the Engineering, Mathematics, & Technology career field.

Finally, we are in the processing of establishing a Perkins V Transition Team for FY20. This team will be comprised of representatives from both secondary and post-secondary, as well as representatives from Workforce Development. The team will also invite selected leaders from industry to join us periodically through the year. This team will be tasked with (1) becoming proficient in understanding Perkins V legislation and (2) making recommendations as to how the consortium can best honor the Perkins V legislation and support Career and Technical Education (CTE) in southeast Minnesota. Essentially, this team will help shepard our consortium's transition from Perkins IV to Perkins V. Topics to be addressed in particular include a Comprehensive Needs Assessment and Programs of Study.

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

On the Post-Secondary side, we are employing a number of strategies to support retaining teachers, including:

- Ongoing funded professional development for faculty
- Involvement of industry professionals on Advisory Committees, many who eventually become faculty
- Growing partnerships with local employers for joint appointment positions
- Faculty memberships on professional boards and coalitions
- Paid memberships to professional associations for faculty

In addition, this year we are leveraging Perkins funds to provide some new training to support faculty in their capacity as academic advisors, with a specific focus on supporting special populations.

At the secondary level, this work includes bringing together job-alike CTE staff together between one and two times during the school year. These events, titled Regional Meetings, feature peer-to-peer sharing and relevant and timely agenda topics specific to the instructors' discipline. As many secondary teachers are singletons, this regional collaboration produces energy and encouragement among the teachers.

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

Major changes to our FY19 Summary Part One and Two are as follows:

Part One, Question One:

Based on our transitional Comprehensive Needs Assessment, secondary and post-secondary agreed upon focusing primarily on the following Programs of Study within the following Career Fields in FY20: Business, Management, & Administration, Engineering, Manufacturing, & Technology, and Health Science Technology. Specific new or significantly improved CTE programming in FY20 is anticipated to include:

- Year 1 of implementing a comprehensive Programs of Study model (called “Flight Paths”) at Red Wing High School. The Red Wing school district will be focusing on four career fields, which will each be represented by an advisory committee as well as supported by a district and community-wide steering committee.
- Continued implementation of an embedded Manufacturing Pathway and a Health and Human Services Pathway at Winona Senior High School.
- Implementation of a Health Sciences Program of Study (Certified Nursing Assistant) at Plainview-Elgin-Millville High School.
- Implementation of an Information Technology Program of Study at Plainview-Elgin-Millville High School.
- Implementation of Year 1 of an Experiential Learning program among an eight school collaboration in Fillmore, Houston, and Winona counties.
- Implementation of a Regional Advisory Committee for Business, Management, & Administration. This work will include moving towards implementation of Programs of Study within this career field.

Part One, Question Two:

No major changes.

Part One Question Three:

The process for supporting CTE programs and ensuring we are meeting the needs of the key stakeholders (students, employers, etc.), will be based on a regional Comprehensive Needs Assessment. There will be direct alignment between secondary and post-secondary.

Part One Question Four:

Information is the same with one notable addition: FY20 will include a concerted effort among eight rural high schools in the far southeast corner of the state to implement an organized and intentional experiential learning program. This group of eight schools (Caledonia, Fillmore Central, Houston, La Crescent-Hokah, Lewiston-Altura, Mabel-Canton, Rushford-Peterson, and Spring Grove) has worked together the last two years to fuse into an initiative titled the “Bluff Country Collaborative”. Outcomes of this collaborative thus far include Senior Day and a Grade 8 Career Day. FY20 is when this collaborative will work to put an intentional experiential learning program (getting secondary students on business and industry sites) together.

Part Two Question Question Five:

Major changes include the omission of the Mark Perna keynote in FY20 as well as the secondary coordinator not attending the National Career Pathways Network conference. The other major strategies will remain the same. This year we also placed heavy focus on using Perkins dollars to reinforce and strengthen our position with regard to current students and, on the post-secondary side, outreach to prospective CTE students. In particular these efforts are being focused through our work in the special populations focus, ensuring that we enhance our ability to attract and retain students from these populations in all of our secondary and post-secondary CTE programs. Part of this now includes focusing our professional development for faculty and staff across our consortium to provide training opportunities that are collaborative (secondary/post-secondary) and that provide theoretical and practical training support that overlaps with our POS and special populations initiatives in FY20.

Part Two Question Six:

The only major change is the inclusion of the Regional Meetings as a retention strategy.

Part Two Question Seven:

Our work with a Comprehensive Needs Assessment will replace previous strategies in this area.

Part Two Question Eight:

The biggest change here is that the consortium's Programs of Study will be collaboratively developed by secondary and post-secondary and this collaboration will be reflected in our FY20 plan.

COMMENTS FOR REVIEWER

Goal 1: Designing and Implementing Programs of Study

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

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

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

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

GOAL 1:

Please see Summary Narrative Part One, Question One for an in-depth explanation of our approach to Programs of Study in FY20.

Our Program of Study work in FY20 will be focused primarily on the Career Fields of:

- Business, Management, & Administration
 - 5 Stars for Occupations in Demand (OID) and "Above Statewide Average" in Projected Growth - LMI Wise (Secretaries and Administrative Assistants)
 - 5 Stars for Occupations in Demand (OID) and "Above Statewide Average" in Projected Growth - LMI Wise (Bookkeeping, Accounting, and Auditing Clerks)
 - 4 Stars for Occupations in Demand (OID) and "Well Above Statewide Average" in Projected Growth - LMI Wise (Logisticians)
 - 5 Stars for Occupations in Demand (OID) and "Average" in Projected Growth - LMI Wise (Human Resources Specialist)
 - 4 Stars for Occupations in Demand (OID) and "Above Statewide Average" in Projected Growth - LMI Wise (Human Resources Specialist)
- Engineering, Mathematics, & Technology
 - 5 Stars for Occupations in Demand (OID) and "Above Statewide Average" in Projected Growth - LMI Wise (Machinists)
 - 2 Stars for Occupations In Demand (OID) and "Above Statewide Average" in Projected Growth - LMI Wise (Biological Technician); 2 Stars for Current Demand and projected 10 year growth rate of +9.9% - DEED Occupations in Demand (state-wide) (Arch. & Civil Drafters)

- 4 Stars for Occupations in Demand (OID) and “Shrinking” in Projected Growth - LMI Wise (Electric and Electronic Technicians); 3 Stars for Current Demand and projected 10 year growth rate of +9.9% - DEED Occupations in Demand (state-wide) (Security and Fire Alarm Systems Installers)

- Health Science Technology

- 5 Stars for Occupations in Demand (OID) and “Above Statewide Average” in Projected Growth - LMI Wise (Nursing Assistant); 5 Stars for Current Demand and Projected 10 year growth rate of +5.8% - DEED Occupations in Demand (statewide) (Nursing Assistants); Workforce Development Inc., Targeted Jobs List (2017-2019)

This said, we will support the following specific work in these additional Career Fields:

- Agriculture, Food, & Natural Resources - movement towards a Program of Study between secondary Agriculture programs and the post-secondary Sustainable Food and Farming program (and positioned well to respond to the statement above regarding reframing the Region’s agricultural industry)
 - See SEMLA Report (Goal One, Part One Narrative)
 - Projected 10 year growth rate of +12.8% - DEED Occupations in Demand (statewide) (Agricultural Equipment Operators)
- Arts, Communication, & Information Systems - movement towards a Program of Study within the Career Cluster of Information Technology
 - 5 Stars for Occupations in Demand (OID) and “Well Above Statewide Average” in Projected Growth - LMI Wise (Computer Systems Analysts)
 - 4 Stars for Occupations in Demand (OID) and “Well Above Statewide Average” in Projected Growth - LMI Wise (Information Security Analysts) and Projected 10 year growth rate of +23.8% - DEED Occupations in Demand (statewide) (Information Security Analysts)
 - 5 Stars for Occupations in Demand (OID) and “Well Above Statewide Average” in Projected Growth - LMI Wise (Applications Software Developers)
 - 4 Stars for Occupations in Demand (OID) and “Above Statewide Average” in Projected Growth - LMI Wise (Database Administrators)
- Human Services - refinement of the Early Childhood Development and Services Program of Study
 - 5 Stars for Occupations in Demand (OID) and “Above Statewide Average” in Projected Growth - LMI Wise (Database Administrators)

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Projected 10 year growth rate of +8.5% - DEED Occupations in Demand (statewide) (Childcare Workers)

An additional few notes regarding Programs of Study:

One of the strategies to create and refine current CTE Programming and Programs of Study is to offer a sub-grant request option for school districts. Requests are structured to support programming via professional development, Career Technical Student Organizations, equipment, supplies, and related items. This process will continue to be fine-tuned to promote innovation as Perkins V is fully implemented.

Our consortium is up for program approval in FY21. To use program approval as an opportunity for program improvement, we will begin the conversation of program approval in FY20. The groundwork in FY20 will have two main components: (1) a review of the logistics of the program approval process (done at job-alike Regional Meetings) and (2) on-site meeting, or meetings, between the secondary coordinator and consortium-member school district CTE staff to offer technical assistance and support a forward-facing approach to program approval (ideally done in concert with the local Advisory Committee).

The Business Education Network (BEN) and Reach Programming at Winona Senior High School is a program focuses on two career fields: Manufacturing and Health and Human Services. Through partnership with local businesses and industry as well as Minnesota State College - Southeast, students earn high school credit, real-world experience, and early college credit through a two-year intensive program. Although this programming doesn't fit precisely into the Programs of Study checklist, it is a program that is innovative and excellent for students, industry, and the local and regional community.

Red Wing High School is embarking on an ambitious Program of Study model titled "Flight Paths". CTE educators from Red Wing High School will be actively involved in the formation and roll-out of this initiative, as will the Southeast Consortium. Results of this effort in regard to Programs of Study are expected to take shape in FY20.

Finally, the school districts in Goodhue County (Cannon Falls, Goodhue, Kenyon-Wanamingo, Lake City, Red Wing, and Zumbrota-Mazeppa) are part of a Youth Skills Training program (funded by the YST state grant). As part of this program, high school students receive their OSHA 10 certification, which ties into post-secondary programming at Minnesota State College Southeast.

COMMENTS FOR REVIEWER

Goal 2: Partner with business industry, and local communities

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

GOAL 2:

Advisory Committees: As in years past, the Southeast Consortium will continue to support local advisory committees. In addition, in moving towards Perkins V, the Southeast consortium is looking to enhance our collaborative initiatives in our local partnership efforts. To this end, in FY20 we will be establishing a joint Regional CTE Advisory Committee for the Business, Management, & Administration Career Field.

The Regional CTE Advisory Committee will meet on a regular basis (likely three to five times during the academic year). The committee will consist of members within local industry (at least 50% of the committee make-up will be from local industry). At least to start, the committee will be chaired by the Secondary and Post-Secondary Perkins Leaders. Over time, it would be ideal to transition leadership of this Regional Advisory Committee to committee members.

Business and Industry: Business and Industry will be actively engaged via local Advisory Committees and the Regional Advisory Committee. The most intensive relationship between business/industry and CTE currently exists with (1) the Winona Chamber of Commerce-led Business Education Network and Reach programming at Winona Senior High School, (2) the Bluff Country Collaborative (an employer –school partnership in Fillmore, Houston, and Winona counties, and (3) the Goodhue County Youth Skills Training program (granted funded via the Department of Labor). The Red Wing School District Flight Path model will mirror these other efforts in terms of deep engagement between school, employers, and the community.

Workforce Centers: A primary partner within the Southeast Consortium will continue to be Workforce Development, Inc. (based in Rochester, Minnesota). Workforce Development, Inc. (WDI) partners with the area Workforce Centers, local employers, institutions of higher education, economic development organizations, among others in 11 southern Minnesota counties, in order to support employers as well as those seeking employment. The secondary coordinator sits on the WDI board of directors and WDI is an integral partner with efforts such as the Bluff Country Collaborative.

Although not a Workforce Center, it is worth noting that the Southeast Consortium also partners strategically with the Southeast Service Cooperative (SSC) out of Rochester. Like WDI, SSC is a regional partner whose mission of collaboration and inclusivity aids in Programs of Study, professional development, experiential learning, and related CTE efforts in the region. For the last year, an affiliate SSC work group has been meeting to collaboratively work on CTE-related efforts. Results to date include a common language template around Experiential Learning and submission of a grant to potential fund an Experiential Learning coordinator position.

CTSOS: The Southeast Consortium will continue to support CTSOs at the local school district level. A number of secondary skills participate in CTSOs and not only participate but also advance to state and national competitions.

Experiential Learning: The Southeast Consortium will continue to support experiential learning opportunities in the region. Notable efforts in this regard include:

- Manufacturing Month Tours (collaborative regional planning as south as the Iowa border and north towards Red Wing)
- Winona Business Education Network and Reach programs (including a fall Career Expo)
- Red Wing High School Flight Paths initiative
- Goodhue County Youth Skills Training Program (titled “Learn & Earn”)
- Bluff Country Collaborative (this includes a Grade 8 Career Day at Minnesota State College Southeast as well as a day-

long Senior Day that includes mock interviews with local employers and sessions on soft skills and related career and college readiness strategies)

- Regional Culinary Competition (slated for spring 2020, with planning starting in Fall 2019)

Work-Based Learning: There are a number of formal, approved, work-based learning programs – spanning general education and special education - in the Southeast Consortium. These programs will continue to be supported by the Southeast Consortium. In addition, a Work-Based Learning (WBL) Community of Practice will be development and implemented to support continuous improvement within all WBL programs (general education and special education).

Teacher Externship Program: New in FY20 will be a Teacher Externship Program. This program will focus on giving secondary teachers an opportunity to learn more about their local employers in an effort to strengthen school to employer connections at the local and regional level.

COMMENTS FOR REVIEWER

Goal 3: Improve Service to Special Populations

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

RESOURCE: PERKINS V SECTION 3 (48)

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

GOAL 3:

At Minnesota State College Southeast, we have previously provided partial funding for our Disability Services Coordinator out of this goal. We are moving towards eliminating that funding from Perkins, with the College assuming the cost. To transition us to that point, this year we are cutting the funding by half, providing \$25,000 to that expense, with the goal of eliminating it entirely from Perkins funding in FY21.

This year, Post-Secondary is also looking to make an effort to dig deeper into how we support special populations, and we are eager to leverage funding in ways that truly help to further our work with these populations. We are putting dollars towards a number of initiatives, including:

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Orientation

MSC Southeast is developing a new online orientation model that, for the first time, will be available to *all* students as an option, in place of an in-person orientation (previously it was only available to our online students. This will make orientation more accessible to all of our students. In so doing, the College will contract with professionals to help us develop a robust, interactive online program that addresses several gaps within our existing program, namely:

- a. It will enhance our presentation of information to be more clear and easily understood, including conducting a “jargon assessment” (recommended by our educational consulting firm, EAB) to reduce barriers for first generation students.
- b. It will incorporate interactive video content to make the experience more engaging for all types of learners. Videos including students, faculty, and staff will also help us to provide broader representation of our diverse community in the orientation.
- c. We will grow the orientation program to include more information about services for special populations, as well as area resources. Specifically we will address services for low income students, single parents, and English language learners. We are working to develop a set of initiatives to help students feel a “sense of belonging” when they enroll at Southeast, as research shows the correlation of that being developed early on as it relates to student retention. The orientation will be the beginning of this implementation.

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Cultural competency in counseling and advising

This will be a collaborative effort between Secondary and Post-Secondary to provide training opportunities for our high school counselors, college faculty/staff advisors, and Student Services personnel. Focusing on special populations, we envision a series of activities, lectures, and/or workshops that help our faculty and staff continue to gain skills to support special populations in and out of the classroom. Focus areas may include: poverty and homelessness, physical and/or developmental disabilities, and single pregnancy and parenting.

- **Making tutoring more accessible for single parents**

At the Post-Secondary level we serve a number of students who are parents, including single parents. As we hear from them time and time again, it is a significant challenge to find and sustain childcare in order to attend their classes and, in many cases, to go to work. We have found that this is also true when it comes to these students taking part in other resources at the College and that, many times, they do not take advantage of resources such as tutoring because they simply can't find or afford additional childcare beyond what they already have in place. This is an exceptional burden for single parents.

To this end, and in consultation with our tutoring staffs on the Southeast Winona and Red Wing campus, we will be establishing a space for tutoring on each campus that is "child friendly." Tutoring staff, at their discretion, will be able to allow students who are parents to bring their child(ren) with them to a tutoring session as long as the child stays with the parent the whole time. We will be purchasing some child-friendly furniture and toys to have on hand so that there is a comfortable space in a private tutoring room in each of our Learning Resource Centers. This will make it easier for parents/single parents to take advantage of tutoring services, bring their children with them, and not disrupt other students elsewhere in our tutoring centers.

- **Read/Speak technology**

We will provide funding to continue utilizing the Read/Speak technology that has been provided previously through Perkins. This text-to-speech software is provided as an accommodation for students who are appropriately documented through our Disabilities Services office, though it is provided in our Learning Resource Centers and can be made available to any student.

As a secondary and post-secondary collaboration, we will implement two main strategies to support students and families for whom English is not their first language:

1.

Working primarily with secondary English Learner teachers, we will seek to support the inclusion of students and families in campus-wide events (Open Houses, Transportation Night, Trade and Tech Day, campus tours, etc.).

2.

Working with secondary English Learner teachers, secondary Cultural Liaison (or similar position), and English Learner Coordinators/Title III Administrators, we will use FY20 to inventory current practice on supporting LEP students in their post-high school and/or post-college transition and create dialogue on what can be done to improve these services. This feedback will be a component of our Comprehensive Needs Assessment and will help create strategies for FY21.

Finally, please note that the implementation of a (secondary) Work-Based Learning Community of Practice will be implemented. This will be a collaborative effort among the Southeast Perkins Consortium, the Rochester/Zumbro Education District Consortium, and Region 10 (Low Incidence Project).

COMMENTS FOR REVIEWER

Goal 4: Continuum of Service Provision for Enabling Student Transitions

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

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

GOAL 4:

Membership in the CTEcreditMN regional articulation group will continue in FY20. Early college credit opportunities will continue in FY20 at the local school district level. An example of a newer early college credit program is the Prototype Engineering certificate degree. Minnesota State College Southeast offers this program to high school students as an evening program. By participating in this program, high school students can graduate with both their high school diploma and a two-year certificate.

Also continuing in FY20 will be the collaboration among the secondary schools of the Rochester/Zumbro Education District Consortium and the Southeast Consortium for the secondary job-alike regional meetings.

The idea of a jointly-developed Culinary Competition between the Rochester / Zumbro Education District Consortium and the Southeast Consortium was explored in FY19. In FY20, we plan to hold our first regional Culinary Competition with our two consortia working together to make this happen.

COMMENTS FOR REVIEWER

Goal 5: Consortium Governance

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

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

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

- **IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**
- **MINIMUM OF ONE SCHOOL DISTRICT + ONE POSTSECONDARY MINNESOTA STATE COLLEGE**
- **MINIMUM OF 6 PROGRAMS OF STUDY**
 - **OF THESE 6 PROGRAMS OF STUDY, A MINIMUM OF 4 CAREER FIELDS MUST BE REPRESENTED**
 - **ALL COMPONENTS OF 3 OF THE 4 POS BY CAREER FIELD MUST BE PROVIDED WITHIN THE CONSORTIUM (IN OTHER WORDS ONLY 1 OF THE 4 POS CAN BE BROKERED.)**
- **GREATER THAN 1000 CTE PARTICIPANTS AT THE SECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR) OR GREATER THAN 1800 FYE AT THE POSTSECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR)**

GOAL 5:

The Southeast Consortium consists of 21 independent school districts, 2 education districts, and one post-secondary institution consisting of two campuses. The Goodhue County Education District is the secondary fiscal host and employs the secondary coordinator while Minnesota State College Southeast is the post-secondary fiscal host and employs the post-secondary coordinator.

The post-secondary and secondary coordinators will work together to implement our FY20 strategies.

We feel that the transition to Perkins V comes at a great time for the Southeast Consortium. The opportunity to have a transition year and then fully implement Perkins V will allow us to start to move our stakeholders in a direction of innovation (and fully capitalize those that are already there). We are excited to have a Perkins V Transition Team in place which will intentionally invite in folks that can help make the letter and spirit of Perkins V a reality in our region.

There is also a regional surge of creativity and effort pertaining to providing students (secondary and post-secondary) the most support possible that will enable access to a meaningful education and career pathway. Organizational partners also in this space include the Southeast Service Cooperative (SSC), Workforce Development, Inc. (WDI), local Chambers of Commerce, Region 10 Low Incidence Project, Community Economic Development Associates (CEDA), and local employers. Organic efforts like the Bluff Country Collaborative, the CTeam, the Goodhue County Youth Skills Training program, the Red Wing School District Flight Paths initiative, and the Winona Chamber of Commerce Business Education Network and REACH programming have sprung forward from these organizational partnerships. Our sense is that our consortium is in the midst of establishing an infrastructure that places an emphasis on collaboration and partnership as a standard operating procedure. This effort will be strengthened by Perkins V legislation.

COMMENTS FOR REVIEWER

Workforce Center Collaboration

ENTER INFORMATION INTO THIS TABLE AS IT APPLIES TO YOUR CONSORTIUM. THIS TABLE DOES NOT SELF-TABULATE. ADD TOTALS FROM POSTSECONDARY TOTAL (LINE 3) AND SECONDARY (LINE 6) AND ENTER THAT FIGURE IN TOTAL (LINE 7). IF THERE IS NO TOTAL OR DOLLAR AMOUNT IN A LINE, ENTER ZERO (0) IN THE CORRESPONDING SPOT.

WORKFORCE CENTER COLLABORATION

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with workforce Centers	\$750.00
Postsecondary Subtotal	\$750.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$3,500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$750.00
Secondary Subtotal	\$4,250.00
TOTAL	\$5,000.00

COMMENTS FOR REVIEWER

Perkins Funded Positions

THIS SECTION ONLY REQUIRES THAT YOU PROVIDE NAMES AND POSITIONS FOR PERKINS FUNDED POSITIONS. UPLOAD THE POSITION DESCRIPTIONS FOR EACH INDIVIDUAL YOU IDENTIFIED 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 THAT POSITION IS SECONDARY OR POSTSECONDARY AND THE PERCENTAGE OF TIME THAT 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
Brian Cashman	Secondary Coordinator	Secondary	404031	30%	\$34,251.00
Josiah Litant	Postsecondary Coordinator/Dean of Students	Postsecondary		20%	\$39007.44
Cindy Kottke	Postsecondary Perkins Assistant	Postsecondary		20%	\$9000.00

COMMENTS FOR REVIEWER

ATTACH ALL POSITION DESCRIPTIONS AS .PDF DOCUMENTS PRIOR TO SUBMITTING THIS APPLICATION

POSITION DESCRIPTION

FY20 Secondary Job Description

POSITION DESCRIPTION

Position Description--PostSecondary Perkins Assistant

POSITION DESCRIPTION

Position Description--PostSecondary Perkins Coordinator

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

Programs of Study- Career Pathway 1

Career Pathway 1

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

Engineering, Manufacturing, and Technology

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

Manufacturing

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

Manufacturing Production Process Development: Mechanical Design/Drafting

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

Computer Aided Drafting Technologies

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.

Red Wing High School and Winona Senior High School - Program Code 74 (Trades and Technology / PLTW - Introduction to Engineering Design; PLTW - Introduction to Principles of Engineering)

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

Minnesota State College - Southeast / Trades and Technology - Computer Aided Drafting Technologies; Basic Drafting Technologies

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

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

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

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	PLTW End-of-Course Exam
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA,

DEGREE)

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

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

RECOGNIZED POSTSECONDARY CREDENTIAL(S):

Academic Award	
TSA	
Licensure	
Certification	Computer Aided Drafting Technologies
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED):

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 2

Career Pathway 2

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

Engineering, Manufacturing, and Technology

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

Science, Technology, Engineering, and Mathematics

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

Engineering and Technology

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

Prototype Engineering Certificate

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.

Red Wing High School and Winona Senior High School / Program Code 74 (Trades and Technology / PLTW - Introduction to Engineering Design; PLTW - Introduction to Principles of Engineering; PLTW - Civil Engineering)

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

Minnesota State College - Southeast / Prototype Engineering Certificate

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

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

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

RECOGNIZED SECONDARY CREDENTIAL(S)

TSA	PLTW End-Of-Course Exam
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR

LICENSE)

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

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

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	
TSA	
Licensure	
Certification	Prototype Engineering Certificate
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 3

Career Pathway 3

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

Health Science Technology

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

Health Science

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

Diagnostic Services

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

Nursing Assistant / Certified Nursing Assistant

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.

Rushford-Peterson High School / Program Code 03 (Allied Health - HealthForce MN Health Care Core Curriculum)

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

Minnesota State College - Southeast / Nursing Assistant - Certified Nursing Assistant

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

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

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

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	
Licensure	
Certification	Certified Nursing Assistant
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	
TSA	
Licensure	
Certification	Certified Nursing Assistant
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 4

Career Pathway 4

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

Health Science Technology

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

Health Science

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

Therapeutic Services

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

Nursing Assistant / Certified Nursing Assistant

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.

Rushford-Peterson High School / Program Code 03 (Allied Health - HealthForce MN Health Care Core Curriculum)

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

Minnesota State College - Southeast / Nursing Assistant - Certified Nursing Assistant

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

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

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

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	
Licensure	
Certification	Certified Nursing Assistant
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	
TSA	
Licensure	
Certification	Certified Nursing Assistant
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 5

Career Pathway 5

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

Human Services

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

Human Services

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

Early Childhood

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

Early Childhood / Childcare Assistant

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.

La Crescent-Hokah High School / Program Code 40 (Child and Human Development)

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

Minnesota State College - Southeast / Early Childhood - Childcare Assistant

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

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

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

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	Precision Exams (Child Development)
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

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

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	
TSA	
Licensure	
Certification	Child Care Assistant
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 6

Career Pathway 6

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

Engineering, Manufacturing, and Technology

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

Manufacturing

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

Manufacturing Production Process Development

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

Electric Guitar Build

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.

Red Wing High School and Winona Senior High School / Program Code 73 (Project Lead the Way - Introduction to Engineering Design)

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

Minnesota State College - Southeast / Musical Instrument Repair (Electric Guitar Build)

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

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

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

RECOGNIZED SECONDARY CREDENTIAL

TSA	PLTW End-of-Course Exam
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR

LICENSE)

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

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

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	
TSA	
Licensure	
Certification	Electric Guitar Build
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Programs of Study- Career Pathway 7

Career Pathway 7

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

Agriculture, Food, and Natural Resources

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

Agriculture, Food, and Natural Resources

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

Agribusiness Systems

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

Sustainable Food and Farming

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.

Plainview-Elgin-Millville High School / Program Code 11 (Animal Science)

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

Minnesota State College - Southeast / Sustainable Food and Farming

RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

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

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

RECOGNIZED SECONDARY CREDENTIAL(S):

TSA	Precision Exams Assessment (Animal Science)
Licensure	
Certification	
Industry Recognized Credential	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)**
- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)**

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

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

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

Academic Award	
TSA	
Licensure	
Certification	Farm Maintenance
Industry Recognized Credential	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

Additional Documentation

ADDITIONAL DOCUMENTATION MAY BE UPLOADED HERE. THE REQUIRED UPLOADS ARE: STATEMENTS OF ASSURANCE, SECONDARY SUPPLEMENT BUDGET, AND CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY. STATEMENTS OF ASSURANCE SHOULD BE COMBINED AND UPLOADED AS ONE SINGLE PDF. THE REMAINING FIELDS ARE AVAILABLE AS NEEDED IF APPLICANTS HAVE ADDITIONAL MATERIAL TO SHARE.

STATEMENTS OF ASSURANCE:

Statements of Assurance

SECONDARY SUPPLEMENTAL BUDGET:

Secondary Budget - Southeast Consortium

CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY

Combined Inventory (FY20 Plan)

ADDITIONAL MATERIAL:

Secondary and PS Job Descriptions

ADDITIONAL MATERIAL:

Perkins Post Secondary Budget FY20

ADDITIONAL MATERIAL:

FY20 PoS Summary (full)

Budget

Proposed Budget

	Grant Funded	Total Budgeted
Goal 1		
f. Postsecondary Non-Personnel	\$1,500.00	\$1,500.00
g. Postsecondary Equipment	\$73,500.00	\$73,500.00
Subtotal	\$75,000.00	\$75,000.00
Goal 2		
f. Postsecondary Non-Personnel	\$2,000.00	\$2,000.00
Subtotal	\$2,000.00	\$2,000.00
Goal 3		
f. Postsecondary Non-Personnel	\$28,000.00	\$28,000.00
g. Postsecondary Equipment	\$1,000.00	\$1,000.00
Subtotal	\$29,000.00	\$29,000.00
Goal 4		
f. Postsecondary Non-Personnel	\$1,175.00	\$1,175.00
Subtotal	\$1,175.00	\$1,175.00
Goal 5		
f. Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Subtotal	\$1,000.00	\$1,000.00
Goal 3		
e. Postsecondary Personnel (Salary and Benefits)	\$25,000.00	\$25,000.00
Subtotal	\$25,000.00	\$25,000.00
Goal 5		
e. Postsecondary Personnel (Salary and Benefits)	\$39,007.44	\$39,007.44
h. Postsecondary Admin (5% max)	\$9,000.00	\$9,000.00
Subtotal	\$48,007.44	\$48,007.44
Total Proposed Cost	\$181,182.44	\$181,182.44

Proposed Budget Narrative

Goal 2

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created

as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

Food for regional advisory committee meetings for Business, Management, and Administration (working breakfasts/lunches)

Goal 3

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

e. Postsecondary Personnel (Salary and Benefits)

Disabilities Services position

f. Postsecondary Non-Personnel

- Online orientation development - Cultural competency training for advisors/counselors - Audit and development of LEP services - Read/Speak software

g. Postsecondary Equipment

Furniture and equipment for children/parent's space in Learning Resource Centers

Goal 4

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

CTEcreditMN.com fees (split with secondary)

Goal 5

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

e. Postsecondary Personnel (Salary and Benefits)

Perkins Coordinator

f. Postsecondary Non-Personnel

Perkins V Transition Workgroup meeting food (working breakfasts/lunches, shared with secondary)

h. Postsecondary Admin (5% max)

Perkins Assistant

Goal 1

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

Contract for faculty for curriculum development in MedLab Tech

g. Postsecondary Equipment

Equipment (see attached Post-Secondary budget for full details of equipment requests): Mechatronics, Electronics, Mech Eng Tech, Nursing, Cosmetology, Musical Instrument Repair, Sustainable Ag, subgrant requests, Learning Resource Centers