



Riverland Consortium

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

Submitted by Jean Kyle

Submitted on 06/11/2020 5:46 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Yingfah Thao

Public Link

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

Is Published

Yes

Submission Information

Submission Window

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

Submission Timeline Additional Information

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

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

Riverland Consortium

Total Amount of Award Requested

\$333,583.72

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Riverland Community College

ISD 241 – Albert Lea

ISD 492 – Austin

ISD 495 – Grand Meadow

ISD 2137 - Kingsland

ISD 497 – Lyle

ISD 499 – LeRoy-Ostrander

ISD 500 – Southland

ISD 761 – Owatonna

ISD 2886 – Glenville-Emmons

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Riverland Consortium has undergone a very intense and in-depth process to produce the attached CLNA that is reflective of where the Consortium has been, where we are positioned now, and we see the CLNA as a roadmap for where we are going. There will be changes as we adjust to the current market conditions, and we anticipate that we will be prepared to update and enhance this tool in the next administration of this process.

No Funds are budgeted for this element

Upload your completed CLNA Framework

Perkins-V-CLNA-Reporting-Framework(1)

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

Narrative 2: Programs of Study

Programs of Study Narrative

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

The Consortium met regularly over the course of the past year, and using information and insights gained from our previous CPIP grants and our FY20 plan we worked to further develop our consortium POS based on labor market information and our CLNA process. The selected POS are in high skill, high wage, and high demand areas such as Health Care, Manufacturing and Construction/Construction Electrician. For example, based on LMI we worked in the Engineering, Manufacturing & Technology Career Field in the Manufacturing Cluster to develop the Maintenance, Installation, and Repair pathway in all 9 of the consortium high schools. This was done with participation from college program faculty and administration and teachers from all 9 partner high schools. This pathway is in place at all 9 area high schools for students to choose this career pathway.

We have found through the CLNA that the needs of our area are in the fields of Manufacturing and Health Service. We are supporting Manufacturing through innovative equipment technologies that include 3-D Printers, CNC equipment, and the latest in Welding technology. We are fostering a growing number of concurrent courses being offered at our Secondary schools within the Industrial Maintenance and Mechanics Repair program at Riverland Community College.

Both secondary and postsecondary students, including students who are members of special populations, will learn about their consortium CTE course offerings and POS through a variety of sources, including the Career Navigators, the college engaged advising model (see attached graphic that shows how enrollment advising is grouped within the Career Wheel) and through a variety of presentations. The college has invested in "virtual" program visits that are available for students to view. In collaboration with CareerForce and other partners the college is investing in a career services unit that will also promote the POS broadly to all students. Both secondary and postsecondary will continue to be active in the regional STEMFORWARD organization that offers support for POS. The Riverland Consortium will continue to partner with the 4 other Perkins consortia from southern Minnesota to work toward additional opportunities for regional students to take part in POS that interest them.

As detailed in the CLNA the consortium is focused on the POS listed in the CLNA and will focus on the Health Sciences Field as described to build a solid pathway for that field, which includes by fall 2023 we will have a high school that has an LPN program in the high school. Implementation of this will be through partnership with secondary schools, business & industry partners, and concurrent and PSEO coursework to make the pathway viable.

The consortium has dedicated considerable resources to this element, based on the CLNA and LMI that show a need for emphasis on POS to better serve students. Postsecondary will dedicate a portion of the coordinators time to work with POS to assist better alignment between secondary and postsecondary systems.

- In collaborations with our post-secondary partner, we will be adding to our Therapeutic services pathway and based on regional LMI we will be addressing the workforce gap in certified nursing assistant, LPN, and RN pathways. Plans are underway to partner with one of the consortium high schools to place an LPN program in the high school, and to expand the CNA program to additional consortium schools from the 2 currently in place.

For funds budgeted under this item are supported in section 135 (5) (A) - (T)of Perkins V .

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.

Riverland Community College and regional businesses and community organizations are planning on aligning their workforce development goals to create a business education **Career Connections Program and a career services unit** at the college. This center will serve postsecondary, secondary and the community and is highly connected to Minnesota's CareerForce and other employment and career services partners. This is a large collaborative step for the consortium and the region. This program would begin with building specific business partners in each of the college's **high demand, high wage, high skill** fields of study, including Healthcare, Information Technology, Advanced Manufacturing, Business, Transportation and Construction Trades and Agriculture. Business partners will be asked for specific support for program in return for priority hiring opportunities for interns and full-time employees upon college graduation. The Career Connections Program would create a win-win partnership for the region. The Riverland Consortium has representation on its Executive Board from CareerForce, School Counselors, College Counselors, career navigators, and Human Resources from regional business and this plan was developed with input from those sources as a priority need for the consortium. (135-1:B, C, D, E)

Specifically, the college will use college funds, Perkins funds, other grant funds, funds from business & industry to braid together to create a much-needed career service unit that would include a Career Connections Coordinator and career navigator positions at secondary and postsecondary. Some of these positions will be funded by the college, and the coordinator is to be partially Perkins grant funded at first and that position will drive the development to build the Career Connections Program. Steps necessary for this project in addition to organizing the career services elements, are efforts to build the specific business/education partnerships to sustain the career connections program once the grant ends. The coordinator will work with the regional Chambers of Commerce, the local EDA offices, and Minnesota CareerForce centers and Workforce Development, Inc. and regional business and industry. The coordinator will work on both on-campus, in the community and online developing career connections for students and businesses. The project will utilize the STEMFORWARD Future Forward and Career Central web portals where employers can showcase their company and position openings for free and students can connect. These online tools are underutilized today, so work needs to be done to make enhancements and promote their use. In addition, the coordinator will direct the work of a postsecondary Career Navigator who would set up student interviews, resume writing workshops, and be the connector for students, college faculty and business representatives. The Career Navigator will manage employer relationships, organize career connection events, engage Austin businesses, and support students in their employment searches. The project will be measured by looking at data from students and partners to ensure that the program is delivering the benefits anticipated. (135-1:B, C, D, E)

Benefits to Students:

- Increased internships and part-time work experience while in college
- Work-based learning experiences for CTE programs
- Employment Search Skill Development (mock-interviews, resume development support, etc)
- On-campus Interviews with local employers would lead to increased local career placements
- Post-college career services support
- Industry-supported curriculum and educational experiences
- Connections to secondary career navigators to make more seamless transitions to postsecondary for students

Students would be ensured that they would have career opportunities early in a program of study and would have part-time work experience opportunities throughout their time in college, and full-time career opportunities upon graduation. They would have arranged job interviews with regional companies coordinated for them, to help with placement. They would also get the preparation and curriculum that employers expect them to have, since the Riverland Career Connections Business Partners would be advising the college faculty on the most important skills, they need through their program advisory committees.

This use of Perkins funds for the **Career Connections Center** will assist the college and the consortium in offering something that research shows is missing in our region, it is broadly collaborative and we are hopeful that it will assist in increasing career choices for students, and also help with obtaining better data for transitions and placement upon program completion . **The college will also have substantial in-kind investment in the center.**

On the Secondary side we will be funding a Career Navigator Position that will work collaboratively with the Career Connections Center and our nine districts to help increase career choices for students. The position is partially funded (\$8000.00) through the Southeast Service Cooperative.

Use of funds are supported in section 135 (1) (A), (C), (D) and 135 (5) (K) of Perkins V

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.

The Riverland Consortium offers many Programs of Study that are developed to be seamless from secondary to postsecondary and as a consortium is diverse in its offerings. There is a discrepancy between the three larger districts compared to the six smaller districts. The smaller districts have much smaller populations and do not have more than one or two programs. Most smaller districts include agriculture and manufacturing as programs. With the shortage of T & I instructors, Agriculture teachers have been asked to fill this gap because of their diverse licensure area, teaching industrial, agriculture and science curriculum.

Postsecondary will continue to work with secondary partners to improve and enhance the consortium programs of study. As a consortium we are working to make POS opportunities available to all students and to address achievement gaps that were identified in our CLNA. The college is exploring ways to individualize POS relationships with each district, depending on what courses they positioned to offer, there are discussions about how to offer part of the instruction in partnership with the college. We are piloting the use of concurrent enrollment courses to supplement smaller, rural districts offerings to make sure the smaller schools students have access to POS similarly to larger schools, as this is an equity issue that we want to address.

The college has 28 partner high schools for concurrent enrollment offering 154 courses in 21 disciplines, many of which are CTE or sciences that lead to CTE careers. The college also has a large PSEO program and through these opportunities students in the region are able to obtain additional academic courses that combined with technical courses are providing a rigorous foundation for students to integrate academic and technical skills.

Professional development funds will be used at postsecondary to assist teachers and faculty to obtain additional training in integrating academic and technical skills and enhance the rigor of coursework in an coordinated way.

Professional Development (PD) funds will be used to help train current CTE educators within the consortium who are looking for an additional CTE licensure/credential areas. When more of our teachers/faculty are credentialed within numerous curricular areas, they can offer additional programming to our students. We will also use PD to assist those areas where there is a need for teachers and faculty to “upskill” due to industry changes.

The college will invest funds in this area to support the integration of academic and technical skills in CTE areas, and this will involve materials, and conferences, and possibly travel. with the Institutional Researcher the college will analyze data and will look over time to see if the investment in this leads to an increase in student performance. We will analyze if students who have had CE courses.

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.

Through very intentional work by the secondary schools and the college, the consortium is working to expand offerings of CTE programming to all students through a variety of strategies including Early Middle College (EMC), Concurrent Enrollment, combination programs that are shared between the college and high school such as in the pilot Carpentry Academy at Lyle High School. The consortium has 3 large high schools and 6 small, rural high schools, and this is a challenge that the application will address and that we will continue to work to find ways to increase opportunities for all students.

Career Connections/Career Services model will serve to enhance services to special populations. The college IR will assist with gathering data to measure the impact of interventions on student retention and success.

Postsecondary will commence a "Bridges" model program that will expand opportunities for ABE students. This will be a partnership that will offer increased opportunities to ABE/ELL students to transition into postsecondary programs while retaining support structures to assist students in successful transition and program completion. The college is also involved with programs to "retrain" dislocated workers through several programs and will work to assist those students to transition to training for high wage, high skill and high demand careers. (135-2:C, E, F, G; 5:B, C, D, E, G, R, S) We want to increase the number of special populations continuing their education to 2-year institutions. We want more of our CTE certified instructors to become certified to teach concurrent courses through Riverland Community College.

We currently offer special events/authentic experiences regarding special populations. The consortium and its individual schools offer college visit/field trips geared toward some of our special populations, i.e. University of Minnesota Multicultural day, MSU Women in STEM, and Latino Engineering MSU college visit. The plan is to build upon what we are currently doing and expand these opportunities to more of our special populations. We also visit many career fair events hosted by Mayo clinic and Riverland Community College to build awareness of these opportunities to special populations. (135-1:C, D, E, F)

We would like the demographics of our consortium to match the demographics of students enrolled within CTE programs. We will try to increase the numbers of special population students furthering their education within 2-year post-secondary programs by increasing the partnerships we currently have with Riverland Community College through concurrent programming.

Through our grant work with Element 4 of the CLNA, the Future Ready CTE Grant, we will be providing our region with professional development opportunities to meet the requirements to become Concurrent Certified. This will increase the numbers of special population students accessing college courses without the geographical and financial barriers they face.

Progress will be monitored through attendance to special events and our goal will be to increase this attendance through promotion by 20% and partnerships with schools within the consortium, i.e. sharing of transportation, counselor coordination. Special attention will be put upon monitoring post secondary enrollment of our special populations. The goal is to have a 10% increase in attendance to post secondary education. (135-1:A, B)

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.

The Riverland Consortium will be offering additional concurrent programming partnering and working closely with the instructors at post-secondary to provide the most real world authentic experience to their students. A greater emphasis will also be placed on bringing students to sight visits to get them exposed to the world of work. We continue to have on the Job Training and mentorship programs at the larger high schools to give students the hands-on real-world exposure for career exploration.

As described in POS much of the work-based learning will happen as part of CTE programs at secondary and postsecondary. Also, the **Career Connections Center** that is planned at the college in collaboration with many partners will offer robust opportunities for WBL, and experiential learning. The coordinator of the center will work with program faculty, and regional business partners to create additional WBL and career development services that will assist students in this area. The college will contribute in-kind in this area, and there will be some support for materials for the WBL activity of the Career Connections Center.

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.

Riverland Community College has Minnesota Department of Education (MDE) approved Early Middle College Programs with 5 School districts: Albert Lea, Austin, Owatonna, SMEC and Northfield. These programs offer CTE pathways to these students and are aligned with Riverland Consortium POS.

Riverland Community College has a strong concurrent enrollment (CE) program and partners with 28 regional high schools, including all 9 consortium schools to offer CE course to allow students to achieve postsecondary credit. The college offered course work in 21 disciplines and had 154 courses for spring 2020, and many of these courses are in the CTE area, including welding, carpentry, business, agriculture, health sciences. The college has a pilot program with the smaller schools to offer a Carpentry Academy that is a blend of CE instruction and high school courses that will allow students to complete at least one semester of a CTE program before high school graduation. The college also partners with consortium high schools to continue to offer the PSEO Cosmetology pathway, which has been successful for many students. The college also offers multiple PSEO courses to consortium high school students, and also has several PSEO by contract where the course is offered at the high school, such as Certified Nursing Assistant (CNA) with Albert Lea, Owatonna and LeRoy-Ostrander. The college will use funds in this space for faculty support for schools that are implementing CE courses in the CTE areas.

The secondary districts are assisted by a partnership with the Southeast services coop and have services of a Career Navigator who is working with districts to facilitate career exploration, development and EMC participation to students. The Career navigator will interface with the new Career Connections center at the college and the college has dedicated enrollment personnel and college advisors that work with early college specifically.

We will continue to support our districts with concurrent programming fees associated with the partnerships we have established. Through our work with bringing a CTE certified training program within Manufacturing and Construction to southern Minnesota we will encourage our teachers to further their education with professional development opportunities to become certified concurrent instructors. In offering more concurrent enrollment to our special populations, many of which have a financial barrier for college, we will increase our enrollment in 2-year CTE programs.

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.

In this region there is short supply of credentialed teachers and faculty for all CTE areas and the teaching workforce is not as representative of student populations as we would hope to achieve. We have written and been awarded a Minnesota Legislative rural CTE grant through the Future Ready CTE grants. This will provide for planning and beginning steps to offer CTE teacher education and CTE licensure in the shortage area of Trade & Industrial Education. This will bring these needed pathways for CTE and Technology Education to southern Minnesota. This planning grant addresses the teacher shortage for CTE teachers. It enables the Riverland Perkins Consortium, led by Austin High School to collaborate with St. Cloud State University (SCSU), Riverland Community College (RCC), Southeast Consortium, South Central Consortium, Minnesota West Consortium, Rochester/Zumbro Education District Consortium, and business and industry to develop pathways that would prepare candidates for the Trade and Industrial (T & I) CTE teacher licenses. We will also use these professional development opportunities to further enhance our concurrent certified staff, increasing the number of concurrent programs. This will give more students, especially students within our special populations, a chance to earn college credit within the high school setting. (135-5:G)

The majority of our teachers and faculty are members of their local, state and national associations. They use this professional memberships to achieve professional development by attending conferences to build a network, collaborate with like professionals, and learn best practices in teaching in their perspective fields. (135-2:A, C, D, F)

The money allocated for this area will provide students the exposure to industry through site visits and industry tours. (135-1:A, B, E, F)

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.

Riverland has made progress on reducing, and in some instances closing achievement gaps, but we have much work to do. In most categories Riverland students are succeeding at similar rates when compared to other Minnesota State college students. However, Riverland has larger and significant student achievement gaps based on social class and income disparities. In some cases, students of color succeed at similar rates to their white classmates. However, gaps between Hispanic students and white students are significant. **Student Diversity:** Riverland's percent of students of color has been steadily increasing from 17.5% in FY2014 to 23.9% in FY2019. The percent of students of color for all colleges is 31.7% Riverland's student diversity will continue to increase with enrollment of Karen and Karenni students, African immigrants, and LatinX students. Austin Public Schools are attracting families from Micronesia and the Austin Assurance Scholarship will help bring them to Riverland.

The college is examining why Developmental Education Completion Rates for students completing all their needed Developmental Ed courses in one year is declining from a high in 2014 and 2015. and plans further researchon:

- Why is the rate dropping? Do students need more developmental courses than a few years ago? How will multiple measures of course placement impact the number of developmental ed courses students must take?
- The gap between SOC and white students for FT students completing Dev Ed in one year is 16.3 percentage points.
- The gap between SOC and white students for PT students completing Dev Ed in one year is only 1.7

With the "bridges" wrap around services initiative, the college intends to look at the data to see if this intervention will assist in reducing performance gaps.

The college will also do some data analysis regarding comparisons of students who had concurrent/PSEO high school courses and their retention/completion rates and performance gaps. the college now has an IR who will work with data that we can now obtain more quickly through the new CRM system that goes online this year.

Both secondary and postsecondary will work with current business and industry partners who will play a role in providing students with the opportunities for work-based learning, field trips, mentorship, and on the job trainings. According to our work with the CLNA, exposure to business and industry and building a network of people is key to improving gaps in performance, it gives the students some thing to strive for, this is why the graduation rate of CTE concentrators still remains higher than overall rates. Riverland Community College and Minnesota State University Mankato also currently play a role in providing secondary students with opportunities such as scholarships, special college visits, and programs geared toward these populations, i.e. Riverland's "Be Your Best" and "RStep" summer bridge programs are available to support improvement of student success and successful transition to postsecondary or employment. In examining the Minnesota State Equity 2030 wheel, these partnerships will be the foundation in which our equity work is built. Between our work with Winona State University and the numerous 2+2 programs we currently have and our concurrent programming we believe this foundation is strong and will address the performance gaps of special populations. (135-1:C, F)

Fall of 2020 will be the first operation of a partnership between the local ABE programs and the college to implement a "Bridges" program that will assist ABE students as they transition into Riverland programs, many of which are CTE programs. This program will have "wrap around" support services for students who are transitioning into programs and will have students enrolled in college classes while they are still supported in math and writing course with ABE. This will also be designed with flexible and/or part time enrollment for some students, which has been identified as an important part of success for students that are at risk for non-completion.

By year three we will assess the data and reallocate funds directed at the disparities still present.

We now have a career navigator in the secondary schools, and we think linking that career exploration work may lead us to improvement in this area, however, we need more career navigators and both systems. The college has invested for 3 years in an engaged advising model that has shown promising results in addressing support needed by students. The college will fund and continue to support the engaged advising model that serves students and is especially important in meeting the needs of special populations and those that are non-traditional by gender for occupational areas. (135-1:B, C, D, E)

Secondary has set aside equipment money in this area to support the ongoing implementation of Technical Skill Attainment. (135-1:C)

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

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

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

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

Use of funds budgeted are allowed under section 135 (6) (d) of Perkins V

The Riverland Consortium is located in Southeastern Minnesota. The college partner is Riverland Community College which has campuses in Austin, Albert Lea and Owatonna and the 9 member high school districts are Albert Lea, Austin, Glenville-Emmons, Grand Meadow, Kingsland (Spring Valley area) Lyle, LeRoy-Ostrander, Owatonna, and Southland (Dexter, Rose Creek, Adams area). Albert Lea, Austin and Owatonna high schools are larger (more than 1,000 students) and the remaining 6 are smaller and more rural, although the entire consortium for most purposes fits the definition of rural. This region of the state is undergoing rapid demographic changes, and this year the Austin district became a minority majority district, non-white students now account for 50.9 percent of the district's entire population. The other secondary schools in the consortium have less change in demographics, but all districts are having some changes and English Language Learners (ELL) are emerging in the region as a substantial population to be served.

Consortium governance The Riverland Consortium is governed by an Executive Board (EB) that distributes voting seats among partners, including the college, the large schools, the small schools and business and industry representatives. We have representation on the EB from the major regional employers (Hormel, Mayo Clinic Health Systems, Agribusiness employers), our Workforce Development Agency and all 3 regional Chambers of Commerce. We have operating policies that guide our governance. In addition all 9 schools have a representative that serves on what we call the Operations Team that meets quarterly with the 2 coordinators (secondary and postsecondary) and these members (one of whom is elected to serve on the EB work to communicate the consortium information to each of the 9 high schools and the postsecondary coordinator communicates this information to the college. The Executive Board sets the policy for the consortium, and the governance of the consortium is formalized in the Riverland Consortium Operating Policies, a copy of which has been shared with both MDE and the System Office. The implementation of the policies set in the Perkins plan for the consortium is led by the two coordinators, in collaboration with the Operations Team. The processes by which the budgets for the consortium are set is one of active participation by all 9 districts, the college and the Executive Board. Using the focus of the consortium POS and current LMI the secondary coordinator communicates with each district regarding needs and options for addressing consortium needs with funding. The postsecondary coordinator does a parallel process with the college VP, CFO and deans regarding CTE needs and priorities in relationship to the POS and LMI. The coordinators and the Operations Team work collaboratively to prepare an application and plan to maximize resources that best serve the identified needs of the region, and that are balanced in relationship to shared consortium goals and priorities with attention to our POS.

Our communities are varied in size and in their respective economic bases. Albert Lea has a population of just under 18,000, while Austin and Owatonna have population over 25,000. Austin has a corporate headquarters for a Fortune 500 company (Hormel) and also has a major production facility for that corporation, in addition, Austin has a Mayo Clinic Hospital as does Albert Lea. Of the 3 larger consortium communities, Owatonna has more diversification and has several industries represented by large manufacturing facilities such as Viracon, Wenger and TRUTH and also has a large Insurance Company (Federated) headquartered there. In addition, Owatonna has a hospital and the health care sector is served by a variety of providers including Alina and Mayo Clinic Health Systems. Our smaller communities are served by these 3 larger cities, but also by Rochester on the eastern edge of our consortium, and Mankato on the western side. Rochester is now the 3rd largest city in the state, and many who live in the consortium work in the Rochester area, either in health care (Mayo Clinic Health Systems located there is the largest private employer in the state) or in many of the businesses that support that industry or at IBM which has a major facility in

Rochester. Another huge sector for the region is agriculture, and the consortium has a strong agriculture base in production agriculture, food processing and Agribusiness. This region of the state was considered to be at full employment, and the need for skilled workforce is growing and is outpacing supply. While we have prosperity in the region, we also have a great deal of poverty, and some districts have extremely high poverty indices. Most of our poverty is more “hidden” as it is largely rural and seems harder to identify and serve with traditional strategies that are more useful in urban settings. Austin, for example historically has had the largest gap in the state between highest wage earners and lowest wage earners.

Programs of Study: the Riverland consortium college and high schools have POS that meet the need to have at least 4 career fields that meet all components of an approved POS. These Programs of Study (POS) are in all 6 fields with pathways listed parenthetically and non are brokered: 1.) **Engineering, Manufacturing & Technology** (Maintenance, Installation & Repair, Facility & Mobile Equipment Maintenance, Production, Construction), 2.) **Business Management & Administration** (Accounting, Administrative Support), 3.) **Health Science** (Therapeutic Services), 4.) **Agriculture, Food, & Natural Resources** (Food Products & Processing Systems 5.) **Human Services** (Teaching & Training) 6.) **Arts, Communications, & Information Systems** (Web & Digital Communications) We continue to work to revise and update our POS and will base changes for FY21 on the Comprehensive Local Needs Assessment (CLNA) that we are completing. The three larger school have more resources and can provide more extensive programming while the smaller schools are limited in access through financial and geographical constraints. · All three larger schools have a post-secondary institution within their city limits. The Riverland Consortium has POS in all 6 career fields and is currently working to enhance the Health Sciences career field to make that pathway smoother for secondary students, and more available to all students.

In Size, scope, and Quality The discrepancy in the consortium between the districts is immense. For example, we serve high schools that range from Leroy-Ostrander with one CTE certified CTE teacher (AG) and graduates on average 30 students per year to Austin has 8 CTE certified teachers offering programming in AG, IND TECH, Business, Marketing and FACS and graduates 350-400 students per year from Austin High School. This range in size makes it difficult to find the direction for action and balance the needs in the consortium. We have mapped pathways over the past two years and continue to look for ways to be creative in how we can partner between the college and secondary to offer programming that is of size, scope and quality. The college has deliberately, in partnership with the consortium schools, set about to work with each district to create pathways for students through PSEO/Concurrent enrollment, shared faculty/teacher team taught courses to assist in creating opportunities for all students, including those in smaller districts.

The Consortium is devoting a great deal of attention, much of the resources available under the grant to implement the plan in the CLNA that will provide for progress in developing the POS and making sure that all students in the consortium have access to high quality CTE programming.

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.

To use the Reserve funds Riverland Community College and regional businesses and community organizations are planning on aligning their workforce development goals to create a business education **Career Connections Program**. This is a **BIG and BOLD** step for the consortium and the region. This program would begin with building specific business partners in each of the college's **high demand, high wage, high skill** fields of study, including Healthcare, Information Technology, Advanced Manufacturing, Business, Transportation and Construction Trades and Agriculture. Business partners will be asked for specific support for program in return for priority hiring opportunities for interns and full-time employees upon college graduation. The Career Connections Program would create a win-win partnership for the region.

Specifically, the college will use college funds, Perkins funds, other grant funds, funds from business & industry to braid together to create a much-needed career service unit that would include a Career Connections Coordinator. This position is to be partially grant funded at first and would drive the development to build the Careers Connections Program. Steps necessary for this project in addition to organizing the career services elements, are efforts to build the specific business/education partnerships to sustain the career connections program once the grant ends. The coordinator will work with the regional Chambers of Commerce, the local EDA offices, and Minnesota CareerForce centers and Workforce Development, Inc. and regional business and industry. The coordinator will work on both on-campus, in the community and online developing career connections for students and businesses. The project will utilize the STEMFORWARD Future Forward and Career Central web portals where employers can showcase their company and position openings for free and students can connect. These online tools are underutilized today, so work needs to be done to make enhancements and promote their use. In addition, the coordinator will direct the work of a postsecondary Career Navigator who would set up student interviews, resume writing workshops, and be the connector for students, college faculty and business representatives. The Career Navigator will manage employer relationships, organize career connection events, engage Austin businesses, and support students in their employment searches. The project will be measured by looking at data from students and partners to ensure that the program is delivering the benefits anticipated.

Benefits to Students:

- Increased internships and part-time work experience while in college

- Work-based learning experiences for CTE programs
- Employment Search Skill Development (mock-interviews, resume development support, etc)
- On-campus Interviews with local employers would lead to increased local career placements
- Post-college career services support
- Industry-supported curriculum and educational experiences
- Connections to secondary career navigators to make more seamless transitions to postsecondary for students

Students would be ensured that they would have career opportunities early in a program of study and would have part-time work experience opportunities throughout their time in college, and full-time career opportunities upon graduation. They would have arranged job interviews with regional companies coordinated for them, to help with placement. They would also get the preparation and curriculum that employers expect them to have, since the Riverland Career Connections Business Partners would be advising the college faculty on the most important skills, they need through their program advisory committees.

This use of the reserve funds for the **Career Connections Center** will assist the college in offering something that research shows is missing in our region, it is broadly collaborative and we are hopeful that it will assist in increasing the placement accountability measure for the college. The college will also have substantial in-kind investment in the center. (135-(b)(1)(C,D))

Reserve funds for secondary will be used to upskill our rural schools with the purchase of innovative equipment. With our regions focus on high skill, high wage, and in-demand manufacturing, giving students the training on CNC driven equipment will enhance their employability level when leaving high school to pursue a post-secondary education or a career within manufacturing. The equipment funded will be a PlasmaCam CNC driven plasmacutter and a CNC Laser Engraver. In our region we have many metal manufacturing using CNC driven equipment, this will give the students a foundation of CNC operation. (135-(b)(5)(D))

As the fiscal host, Austin and the college will take 5% of the Reserve fund allocation for this fee. (135-(6)(d))

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	20,000.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	45,000.00
Postsecondary Subtotal	65,000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	15,350.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	5,000.00
Secondary Subtotal	20,350.00
TOTAL	86,103.54

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
new hire	Career Services	Postsecondary		75%	60,000
Jean	Kyle	postsecondary		50%	54,000.00
Ryan	Stanley	Secondary	402325	Stipend	6000.00

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

Position Description Jean Kyle

Position Description

Career Connections Coordinator PD(1)

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

State-recognized Program of Study 1

POS 1

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

Engineering, Manufacturing, & Technology

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

Maintenance, Installation, and Repair

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.

Albert Lea- 019901, 170321, 171502

Austin- 172306, 171710

Glenville-Emmons-171000

Grand Meadow-019901

Kingsland-19901

Leroy-Ostrander-019901

Owatonna-019901

Southland-019901

The majority of our smaller districts have Agriculture as a program but many of their course offerings are within Manufacturing, i.e. Agmechanics and welding.

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.

Riverland Community College:<https://www.riverland.edu/academics/programs/>

Program link:<https://www.riverland.edu/academics/programs/industrial-maintenance-and-mechanics-dip/description/>

72 Credits Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam	SP2	
Work-based Learning			
Licensure			
Certification	OSHA 10	SP2	
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	certificate	
Work-based Learning	internship (optional)	industry visits	job shadow
Licensure	Certified Production Technician		
Certification	State Boiler License		
Industry-Recognized Credential	OSHA		

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")

See program sheet on Riverland website: <https://www.riverland.edu/academics/programs/industrial-maintenance-and-mechanics-dip/description/>

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")

This program has a model Postsecondary Advisory Committee that includes regional employers, program graduates, secondary teachers from consortium high schools. This program has relationships with regional employers that fund tuition for students to attend the program. This program also has a long and successful history of partnership with regional industries for support for the program for materials and equipment. The advisory committee is involved in making sure that the program curriculum meets current industry standards. This program also has received a great number of industry contributions of equipment and funds that support scholarships for students.

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")

Our programs have instructors appropriately licensed in T & I or in Agriculture, all are associated with advisory groups, and plan to provide opportunities for students to experience real-world, authentic experiences. Many students within the consortium continue to a post-secondary institution within the field of Engineering, Manufacturing, and Technology. We offer Concurrent education courses in Welding and are planning to expand this to other schools. Students have the option of participating in Ag mechanics, Robotics and SkillsUSA for extracurricular activities.

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")

Riverland is an HLC accredited institution and this program meets all of the HLC standards, in addition there is an annual program review by the college, and this review was used in the CLNA and work with this POS.

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")

The Riverland Albert Lea Campus where this program is delivered is currently being re-modeled under a state bonding project, and when completed will have re-designed, state-of-the-art instructional and lab spaces, and will have more opportunities to flex spaces to incorporate the changes in the industry.

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")

The postsecondary program incorporates connections with industry, including a partnership where an employer sends their employees to the program and pays the students tuition, and time while they attend the program. There are also postsecondary opportunities for students to visit industry, as well as industry professionals who come to the college as part of the training. The postsecondary POS has an advisory committee that provides links to WBL/internship/employment opportunities for students to gain authentic work experience in the curricular area.

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")

Postsecondary coordinator works with the program faculty and the CTE dean to evaluate the enrollment in the program which is an extremely high wage, high demand, high skill area, and which is at full enrollment. One challenge is that the program is not gender balanced, and our data points that we need to continue to work with this issue, and we think that the remodeled space and environment for instruction that will be available when the Albert Lea Construction is completed will help.

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

State-recognized Program of Study 2

POS 2

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

Business, Management, & Administration

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

Accounting

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

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

List high school(s) and program code here.

Albert Lea- 140710

Austin- 040800

Glenville-Emmons-140710,

LeRoy-Ostrander - 140710

Owatonna-140710

Southland-019901

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.

Riverland Community college Accounting has 4 strong programs that are part of the POS for the consortium:

<https://www.riverland.edu/academics/programs/accounting-dip/description/> This is a 60 credit Diploma program that aligns with the consortium POS (online)

<https://www.riverland.edu/academics/programs/accounting-aas/description/> This is a 60 credit AAS program that aligns with the consortium POS (online)

<https://www.riverland.edu/academics/programs/accounting-clerk-dip/description/> This is a 31 credit Certificate program that aligns with the consortium POS (online)

<https://www.riverland.edu/academics/programs/accounting-transfer-pathway-as/description/> This is a 60 credit Diploma program that aligns with the consortium POS (online)

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	On the Job training(OJT)	Mentorship	CFO program
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	Certificate	Diploma AAS & transfer pathway
Work-based Learning	internship (optional)	job shadow	internship/job shadow
Licensure	MNRAP		MN RAP
Certification	MNRAP	CAT	transfer pathway/CAT
Industry-Recognized Credential	MN RAP	Certified Accounting Technician (CAT)	transfer pathway

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")

Riverland's AAS degree in Accounting is accredited by the [Accreditation Council for Business Schools and Programs \(ACBSP\)](#). That means that the accounting program has met their rigorous quality standards and criteria. All of the accounting classes are designed to meet Quality Matters (QM) standards. This college accounting program has met or surpassed high standards as set by external evaluators.

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")

This Accounting program has a model Postsecondary Advisory Committee that includes regional employers, program graduates, secondary teachers from consortium high schools. This program has relationships with regional employers that support the program in various ways. Program graduates are members of the CTE Advisory committee. This program also has a long and successful history of partnership with regional industries for support for the program for materials and optional WBL experiences. The advisory committee is involved in making sure that the program curriculum meets current industry standards. This program also has received a number of industry contributions of funds that support scholarships for students through the Riverland Foundation which handles scholarships.

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 programs have appropriately licensed teachers, advisory committees and students in the consortium have the option to participate in CTSO's such as DECA and BPA that have skill assessments in the accounting and finance area.

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")

Riverland is an HLC accredited institution and this program meets all of the HLC standards, in addition there is an annual program review by the college, and this review was used in the CLNA and work with this POS in Accounting. This program is also accredited by an additional external evaluation through ACBSP, which is an additional assurance of the high quality of this POS and the program.

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")

The Riverland Accounting Programs are available entirely online, but has with options for students to have face-to-face class meetings with faculty or office hours visits if needed. Riverland uses D2L BrightSpace as a learning management software and has state-of-the-art instructional and lab spaces, including media center, online and in-person tutoring all that support the Accounting program.

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")

The Riverland Accounting programs incorporate authentic work experiences at the postsecondary level, and the instructors us a variety of current real world case studies and practice sets that deliver "real world" experiences to students, and these are valued by industry, as these are reviewed by the Advisory Committee. This POS engages students in authentic practice and learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs as determined by constant industry and regulatory industry standards. The secondary programs also follow these guidelines and interface with the postsecondary program.

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")

The Riverland Consortium POS in Accounting was validated and supported by LMI obtained in the CLNA. The Accounting Pathway is an important one regionally and the 4 pathways at the college offer a variety of options to students as they transition from secondary systems into postsecondary, and the various stakeholders, including regional career navigators are well aware of the strong employment outlook for this pathway. One of the issues is this pathway is how to make it more available in the smaller, more rural schools.

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

State-recognized Program of Study 3

POS 3

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

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

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.

Albert Lea will be applying for this: 070300

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.

Riverlad Community College Nursing <https://www.riverland.edu/academics/programs>, Riverland has 3 campuses, Austin, Albert Lea and Owatonna, and this lists where these programs are available.

Nursing (LPN Track) Diploma 39 credits Austin. Clinicals: Albert Lea, Austin and Owatonna

Nursing (RN Track) Dual Admission Program AS 64 credits Austin. Clinicals: Albert Lea, Austin and Owatonna

Nursing Assistant / Home Health Aide Certificate 4 credits Albert Lea, Austin, Owatonna

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	Clinical		
Licensure	CNA		

Certification	CNA		
Industry-Recognized Credential	CNA		

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, LPN	Diploma/Degree RN	HHCA/CNA Certificate
Work-based Learning	Clinicals	clinicals	clinicals
Licensure	CNA/LPN	RN	CNA/MA
Certification	CNA/LPN	RN	HHC/CNA
Industry-Recognized Credential	CNA/LPN	RN	HHCA/CNA/MA

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")

The Riverland Health Sciences Therapeutic Services Nursing/CNA curriculum and course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in health pathways which have extraordinarily stringent requirements, which the college meets. This program has content standards and competencies that clearly define what students are expected to know and be able to do and which they are tested to be able to continue in the program.

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")

The Riverland program in Nursing incorporates active involvement from an integrated network of health care partners, including Mayo Clinic, Alina Health and various regional long-term care providers that support the program and provide clinical settings for students in these career pathways. This POS undergoes rigorous review by both state and national accrediting bodies, in addition to the college's HLC accreditation process.

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")

This is an area of focus and work for the consortium, as we have so few secondary programs with an approved program, and there is the added difficulty in getting the correct K-12 license for this area. Owatonna High School is building a new high school, and the plan is for the college and the high school to partner to have an LPN program in that school. Students will be able to achieve the LPN Diploma and their high school Diploma once the school opens in two years. This partnership will also include industry and the communities to make this a reality.

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")

Riverland is an HLC accredited institution and this program meets all of the HLC standards, in addition there is an annual program review by the college, and this review was used in the CLNA and work with this POS in Nursing/CNA. These programs are also accredited by additional external accrediting and licensing bodies that are specific to health care, some are national and some are state board of health, and Riverland is currently in full compliance with all of these which is additional assurance of the high quality of this POS and the program.

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")

Riverland POS in health sciences meet all requirements for proper materials, training equipment, and supplies necessary for the programs. The instructional facilities are inspected by the state, and also by program review boards for the nursing accreditation, and the equipment, technology, and materials used in the Riverland program of study meet these criteria, and reflect current health care industry standards for instruction, safety and gaining of occupational skills. The labs and clinical sites are up to date, and best practices are followed for use, maintenance, and always, 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")

Riverland Nursing/CNA provides ample authentic work experiences at the secondary and postsecondary level s, as health care has mandatory clinical experiences that are part of the curriculum, and these are necessary for students to meet the program requirements. These have high value for the industry, and many of the students who achieve a CNA work in health care settings while pursuing LPN/RN training. The program provides opportunities for students in authentic work-based learning experiences that include the variety of occupational areas 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")

The Riverland Consortium POS in Nursing/HHA/CNA was validated and supported by LMI obtained in the CLNA. This area is the number one need in the region and is a very high skill, hid demand, and high wage area, especially in the RN field. The health occupations therapeutic services Pathway is an important one regionally and the pathways at the college and area high schools offer a variety of options to students as they transition from secondary systems into postsecondary, and the various stakeholders, including regional career navigators are well aware of the strong employment outlook for this pathway. The plan is for one of the consortium high schools to add an LPN track as they build a new high school in the next two years. Preparatory work is already underway in the consortium to support this addition at the secondary level.

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.

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.

Many smaller districts in the consortium have one CTE certified teacher in Agriculture and are teaching a variety of courses under this licensure area.

Albert Lea- 019901, 170321, 171000

Austin- 171000, 171016

Glenville-Emmons-171000, 171016

Grand Meadow-019901,

Kingsland-019901

Southland-019901

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.

Riverland Community College has this program

Residential Carpentry Diploma 32 credits, Commercial Carpentry Diploma 64 credits

<https://www.riverland.edu/academics/programs>

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	SP2		
Work-based Learning	500 hours toward Apprentice		
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, 32 cr	Diploma, 64	
Work-based Learning	build a structure on site	build a structure on site	
Licensure	MN res. contractor	MN Contractor license	
Certification	OSHA -30	OSHA-30	
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")

The Riverland Carpentry Programs curriculum and course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in both the residential and commercial carpentry pathways. These pathways have stringent requirements, which the college meets. This program has content standards and competencies that clearly define what students are expected to know and be able to do and which they are tested to be able to continue in the program. The Carpentry program in partnership with the commercial electrician program construct a building each year, and this building must meet all industry requirements and state and local codes, and each year this building is successful in meeting these requirements.

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")

The Riverland Carpentry Program of study has tremendous support from the regional business and industry partners, and these partners are actively involved with the program by service on the program advisory committee, advice in the construction project, and offering opportunities to students for WBL, part-time employment and placement of graduates of the program. Partners advise the program on program design, current industry standards and safe and secure workplace issues.

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")

In partnership with Riverland Community College the Consortium has established a Carpentry Academy at Lyle High School (brochure attached) that allows consortium students to participate in the pathway. A student who enters the academy in 10th grade they will have 1 semester of carpentry completed while still in high school. This opportunity provides secondary students with career exploration, courses and opportunity to transition to a postsecondary occupation with accumulated postsecondary credits.

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")

Riverland is an HLC accredited institution and the Carpentry program meets all of the HLC standards, in addition there is an annual program review by the college, and this review was used in the CLNA and work with this POS.

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")

Riverland POS the Carpentry Program meets all federal, state and local requirements for proper materials, training equipment, and supplies necessary for the program. The instructional facilities are inspected by the state agencies that deal with electricity and safety, and the college has an onsite security and safety Director who works with the program to be sure the college is in compliance. The equipment, technology, and materials used in the Riverland

Carpentry program of study meet these criteria, and reflect current construction industry standards for instruction, safety and gaining of occupational skills. The instructional shop and construction sites are up to date, and best practices are followed and OSHA standards are met in the program.

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")

The Riverland Carpentry POS incorporates authentic work experiences at the secondary and postsecondary level s. The program annually constructs a building in partnership with the commercial electrician program, and the skills are those that are valued by industry. These projects offer students and 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")

Postsecondary coordinator works with the program faculty and the CTE dean to evaluate the enrollment in the program which is an extremely high wage, high demand, high skill area, and which is not at full enrollment. One challenge is that the program is not gender balanced, and our data points that we need to continue to work with this issue, and more partnership with industry to make opportunities available for non-traditional (by gender) students would be important.

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.

Human Services

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

Education and Training

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

Teaching/Training

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

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

List high school(s) and program code here.

We are currently working on Program approval and these programs will be added.

Albert Lea-Teacher Cadet program-not an approved program

Austin high school plans to offer Introduction to Education though Concurrent Enrollment-not an approved program

Owatonna- Child Development & Psychology-090101

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.

Riverland Community College <https://www.riverland.edu/academics/programs/elementary-education-aa/description/>

As background , Riverland curenly offers an AA in elementary education and has a 2 + 2 agreement with Winona State Unviersity that allows students to complete the degree on the Austin campus, and we recognize that this is not Perkins eligible, but are describing it, to demonstrate that the college has experience in creating 2 + 2 programs for education licensure, and plan to do so for the CTE T & I area in this pathway.

Riverland has several concurrent enrollment courses with area high schools for an introduction to education course that is accepted by Minnesota State Colleges of Education as a course for teacher education programs.

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	Degree	Degree/Diploma	
Work-based Learning	Education practicums	Education practicums	
Licensure	not at 2 year	not at 2 year	
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")

The course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in an education career pathway, and this pathway is based on the CTE and teacher shortage in the region, and is a work in progress and will be developed in partnership with St. Cloud State University for T & I licensure.

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")

The Education pathway is a broadly collaborative venture with Riverland Community College, St. Cloud State University, Winona State University and multiple southern Minnesota districts that are experiencing a teacher shortage. This pathway will be further developed as we move into Perkins V, and the implementation of a rural CTE grant for 2 + 2 for CTE teacher preparation. We are not including the already existing 2 + 2 for elementary education in this, as it is not a Perkins eligible program.

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")

Albert Lea Teacher Cadet program, Owatonna has introduction to Education, Austin high school plans to offer Introduction to Education through Concurrent Enrollment.

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")

Riverland is an HLC accredited institution and this program meets all of the HLC standards, in addition there is an annual program review by the college, the higher education partners listed are also HLC accredited institutions that award degree, diplomas and certificates as does the college.

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")

Riverland and the higher education partners for education courses use materials, equipment, and resources that are current in the field, and the instructional facilities, including sites (schools, labs) where practicums and workshops take place have adequate facilities, equipment, technology, and materials for the program of study. This education preparation POS reflects current best practices in teacher preparation.

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?

Component is present:

- Yes
- No

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

The programs will use site visits and practicum work to give the students the authentic work-based experience for career exploration.

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")

The Riverland Consortium POS in education was validated and supported by LMI contained in the CLNA. This area is a demonstrated need in the region and is a very high skill, high demand, and high wage area, especially in the CTE field. The CTE T & I pathway is an important one regionally and the pathway at the college and area high schools offer a variety of options to students as they transition from secondary systems into postsecondary, and the various stakeholders, including regional career navigators are well aware of the strong employment outlook for this pathway.

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.

Arts, Communications, & Information Systems ▼

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

Web and Digital Communications ▼

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.

Albert Lea-140710

Austin- 140710

Grand Meadow-140710

Glenville-Emmons-140710

Owatonna-140710

Southland-171502

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.

Riverland Community College <https://www.riverland.edu/academics/programs> has 4 pathways in the POS:

These are all 100 % online POS

Web Developer, Diploma, 47 credits

Web Developer, AAS, 60 credits

Web Developer, Game Design, Certificate 24 credits

Web Page Design, Certificate, 29 credits

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	Diploma, 47 credits	Diploma AAS, 60 credits	certificates
Work-based Learning	optional internship	optional internship	optional internship
Licensure			
Certification	various proprietary software certifications	various proprietary software certifications	various proprietary software certifications
Industry-Recognized Credential	Web Developer, software certifications	Web Developer, software certifications	Game Developer

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")

This program has a strong Postsecondary Advisory Committee that includes regional employers, program graduates, secondary teachers from consortium high schools. This program has relationships with regional employers. This program also has a successful history of partnership with regional industries for support for the program for materials and equipment and experiential learning for students. The advisory committee is involved in making sure that the program curriculum meets current industry standards.

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")

This Riverland Information Technology Web & Digital Communications program has a strong Postsecondary Advisory Committee that includes regional education partners, employers, and program graduates. This program has relationships with technology and business employers that support the program in various ways. Program graduates are invited to be members of this CTE Advisory committee. This program also has a long and successful history of partnership with regional industries for support for the program for equipment and optional WBL experiences. The advisory committee is involved in making sure that the program curriculum meets current industry standards. This program also has received a number of industry contributions of funds that support scholarships for students through the Riverland Foundation which handles scholarships.

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 programs in this POS meet MDE program approval and incorporate courses that lead to postsecondary credits and many students access PS credits through either CE or PSEO.

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")

Riverland is an HLC accredited institution and the Information Technology program meets all of the HLC standards, in addition there is an annual program review by the college, and this review was used in the CLNA and work with this POS.

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")

Riverland POS for the Web & Digital Communication Program meets all federal, state and local requirements for proper materials, training equipment, and supplies necessary for the program. The instructional facilities are up-to-

date, and any electricity and safety standards are monitored by the college through the onsite security and safety Director who works with the program to be sure the college is in compliance with these measures. The equipment, technology, and materials used in the Riverland Web & Digital Communication program of study meet these criteria, and reflect current communication industry standards for instruction, safety and gaining of occupational skills. The instructional venue of online and the platforms used are up to date, and best practices are followed, and applicable OSHA standards are met in the program.

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")

The Riverland Web & Digital Information Technology POS incorporates authentic work experiences at the secondary and postsecondary levels. The program is 100 % online at postsecondary which facilitates doing many things that ground based programs cannot do. The skills that are gained by students are those that are valued by industry and these are being achieved through a variety of WBL and experiential learning modes. The program has project based learning, and offers students and authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs for these technology skills.

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")

The Postsecondary coordinator works with the Information Technology program faculty and the CTE dean for the area to evaluate the enrollment in the program which is an extremely high wage, high demand, high skill area, and which is not at full enrollment. One challenge is that the program is not gender balanced, and our data points that we need to continue to work with this issue, and more partnership with industry to make opportunities available for non-traditional (by gender) students would be important.

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.

Agriculture, Food, & Natural Resources

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

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

List high school(s) and program code here.

All 9 consortium high schools have Agriculture programs, Lyle is working on their approval process, and of the 28 regional high schools that partner with Riverland for concurrent enrollment, many are offering Ag classes, especially Food Science for dual credit. The College has 6 loaner kits that allow small, rural schools to check these out and use for the semester that they offer dual credit Food Science. This allows the smaller, rural schools to use state-of-the art science equipment to teach the course and is an advantage for schools that would not be able to purchase this equipment.

Albert Lea-019901

Austin- 019901

Glenville-Emmons-019901

Grand Meadow-019901

Kingsland-019901

Leroy-Ostrander-019901

Owatonna-019901

Southland-019901

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.

Agribusiness, certificate 19 credits

Agriculture Commodities Marketing Certificate 25 credits

Agricultural Science Concentration AA 60 credits

Agricultural Sciences AS 60 credits

Food Science Certificate 16 credits

Food Science Concentration AA 60 credits

Food Science Technology AS 60 credits

Riverland also has 2 + 2 agreements with several Universities in the Agricultural Sciences

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	CASE		

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	Degree AA/AS	Certificates
Work-based Learning	internship	internship	internship
Licensure			
Certification	certified Food Scientist	certified Food Scientist	certified Food Technologist
Industry-Recognized Credential	CFS	CFS	CFT

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")

The Riverland Food Science/Agriculture POS curriculum and course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in Food Science pathways which have extraordinarily stringent requirements, which the college meets. This program has content standards and competencies that clearly define what students are expected to know and be able to do. The Riverland POS in Agriculture/Food Science incorporates active involvement from an integrated network of food processing/agriculture partners, including Hormel Foods and various other regional food companies that support the program and provide clinical settings for students in these career pathways.

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")

This POS in Food Science/Agriculture has a model Postsecondary Advisory Committee and operates within an industry funded center for Agriculture within the college and the advisors include, in addition to the funding partner, regional employers, program graduates, secondary teachers from consortium high schools, community stakeholders. This program has relationships with regional employers that support the program in various ways, including support for the CTSO and the activities that they take part in to further skill development. This program also has a long and successful history of partnership with regional industries for support for the program for materials and optional WBL experiences. The advisory committee is involved in making sure that the program curriculum meets current industry standards. This program also has received a number of industry contributions of funds that support scholarships for students through the Riverland Foundation which handles scholarships.

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 Programs are offering Food Science at several of the consortium high schools as a Concurrent Enrollment course that gains advanced standing for the students.

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")

Riverland is an HLC accredited institution and this program meets all of the HLC standards, in addition there is an annual program review by the college, and this review was used in the CLNA and work with this POS in Food Science/Agriculture.

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")

Riverland Food Science/Agriculture POS meets all federal, state and local requirements for proper materials, training equipment, and supplies necessary for the program. The instructional facilities are inspected by the state agencies that deal with electricity and safety, and the college has an onsite security and safety Director who works with the program to be sure the college compliant in this area. The equipment, technology, and materials used in the Riverland Food Science/Agriculture POS meets industry standards, and reflect current industry standards for instruction, safety and gaining of occupational skills. The instructional space and lab sites are up to date, and best practices are followed, and OSHA standards are met in the program.

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")

The Riverland Agriculture/Food Science POS incorporates authentic work experiences at the secondary and postsecondary levels. The program is active in the CTSO for Agriculture and students at both levels have opportunities to showcase skills in events that are sponsored by the CTSO and to take part in a variety of WBL and industry experiences with the many partners that are available for the POS. The skills in the POS are those that are valued by the regional food processing industry. Students in this POS prepare projects and work on case studies that offer students an authentic work-based learning experience and that demonstrate progressive occupational learning aligned to industry workforce needs. This pathway has extremely strong industry support in the region.

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")

Postsecondary coordinator works with the program faculty and the CTE dean to evaluate the enrollment in the various Agriculture/Food Science Pathways, and these are high wage, high demand, high skill areas, and currently not at full enrollment. One challenge is that the program is not gender balanced, and our data points that we need to continue to work with this issue, and develop more partnership with industry to make opportunities available for non-traditional (by gender) students, and also to develop more on and off ramps to careers in Food Science.

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-Riverland-merged

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Riverland

Consortium Consolidated Equipment Inventory

Riverland Perkins Combined Inventory List

Additional Material

Riverland graphic for Mn Career Fields and Assigned Advising Model (002)

Additional Material

Carpentry Concurrent Program Brochure

Additional Material:

Riverland POS

Additional Material:

Riverland

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

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

Budget

Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
a. Secondary Personnel (Salary and Benefits)	\$1,780.00	\$1,780.00
b. Secondary Non-Personnel	\$5,593.33	\$5,593.33
c. Secondary Equipment	\$6,722.29	\$6,722.29
e. Postsecondary Personnel (Salary and Benefits)	\$27,000.00	\$27,000.00
Subtotal	\$41,095.62	\$41,095.62
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
a. Secondary Personnel (Salary and Benefits)	\$8,000.00	\$8,000.00
b. Secondary Non-Personnel	\$7,350.00	\$7,350.00
e. Postsecondary Personnel (Salary and Benefits)	\$20,000.00	\$20,000.00
Subtotal	\$35,350.00	\$35,350.00
D) Narrative 4: Integrated Academic and Technical Skills		
b. Secondary Non-Personnel	\$5,709.00	\$5,709.00
b. Secondary Non-Personnel	\$2,146.03	\$2,146.03
c. Secondary Equipment	\$6,722.29	\$6,722.29
f. Postsecondary Non-Personnel	\$14,000.00	\$14,000.00
Subtotal	\$28,577.32	\$28,577.32
E) Narrative 5: Special Populations		
a. Secondary Personnel (Salary and Benefits)	\$1,780.00	\$1,780.00
b. Secondary Non-Personnel	\$5,593.33	\$5,593.33
c. Secondary Equipment	\$6,722.29	\$6,722.29
e. Postsecondary Personnel (Salary and Benefits)	\$20,000.00	\$20,000.00
Subtotal	\$34,095.62	\$34,095.62
F) Narrative 6: Work-based Learning		
f. Postsecondary Non-Personnel	\$2,223.72	\$2,223.72
Subtotal	\$2,223.72	\$2,223.72
G) Narrative 7: Early College		
b. Secondary Non-Personnel	\$5,000.00	\$5,000.00
c. Secondary Equipment	\$6,722.29	\$6,722.29
e. Postsecondary Personnel (Salary and Benefits)	\$6,000.00	\$6,000.00

	Grant Funded	Total Budgeted
Subtotal	\$17,722.29	\$17,722.29

H) Narrative 8: Support to Professionals

b. Secondary Non-Personnel	\$2,573.00	\$2,573.00
b. Secondary Non-Personnel	\$37,636.99	\$37,636.99
f. Postsecondary Non-Personnel	\$20,000.00	\$20,000.00
Subtotal	\$60,209.99	\$60,209.99

I) Narrative 9: Performance Gaps

a. Secondary Personnel (Salary and Benefits)	\$1,780.00	\$1,780.00
c. Secondary Equipment	\$6,722.29	\$6,722.29
f. Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
Secondary Non-Personnel	\$5,593.33	\$5,593.33
Subtotal	\$18,095.62	\$18,095.62

J) Narrative 10: Consortium Governance

a. Secondary Personnel (Salary and Benefits)	\$6,773.78	\$6,773.78
d. Secondary Admin (5% max) UFARS 895	\$5,739.72	\$5,739.72
e. Postsecondary Personnel (Salary and Benefits)	\$27,000.00	\$27,000.00
f. Postsecondary Non-Personnel	\$423.60	\$423.60
h. Postsecondary Admin (5% max)	\$7,035.40	\$7,035.40
Subtotal	\$46,972.50	\$46,972.50

K) Narrative 11: Reserve Funds

c. Secondary Equipment	\$23,586.46	\$23,586.46
d. Secondary Admin (5% max) UFARS 895	\$1,034.06	\$1,034.06
f. Postsecondary Non-Personnel	\$3,451.02	\$3,451.02
h. Postsecondary Admin (5% max)	\$1,169.50	\$1,169.50
PoPostsecondary Personnel (Salary and Benefits)	\$20,000.00	\$20,000.00
Subtotal	\$49,241.04	\$49,241.04

Total Proposed Cost	\$333,583.72	\$333,583.72
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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)

e. Postsecondary Personnel (Salary and Benefits)

25% of postsecondary coordinators time

c. Secondary Equipment

Equipment to support Programs of Study, Integrated Academic and Technical Skills, Special Populations, Early College, and Performance Gaps

b. Secondary Non-Personnel

Business/College Site visits/Extracurricular transportation

a. Secondary Personnel (Salary and Benefits)

Substitute Costs

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)

e. Postsecondary Personnel (Salary and Benefits)

25% of salary and benefits for Career Connections coordinator

a. Secondary Personnel (Salary and Benefits)

Career Navigator Position

b. Secondary Non-Personnel

College preparatory Programs

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)

f. Postsecondary Non-Personnel

materials to support integrated academic and technical skills

b. Secondary Non-Personnel

Technical Skill Attainment

c. Secondary Equipment

Equipment to support Programs of Study, Integrated Academic and Technical Skills, Special Populations, Early

College, and Performance Gaps

b. Secondary Non-Personnel

Curriculum

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)

e. Postsecondary Personnel (Salary and Benefits)

25% of Career Connections Coordinator salary

c. Secondary Equipment

Equipment to support Programs of Study, Integrated Academic and Technical Skills, Special Populations, Early College, and Performance Gaps

b. Secondary Non-Personnel

Business/College Site visits/Extracurricular transportation

a. Secondary Personnel (Salary and Benefits)

Substitute Costs

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)

f. Postsecondary Non-Personnel

materials to support integrating work-based learning

G) Narrative 7: Early College

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

e. Postsecondary Personnel (Salary and Benefits)

Stipends for faculty support for Early college

c. Secondary Equipment

Equipment to support Programs of Study, Integrated Academic and Technical Skills, Special Populations, Early College, and Performance Gaps

b. Secondary Non-Personnel

Concurrent Enrollment Fee

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)

f. Postsecondary Non-Personnel

professional development as described in application, ACTE conferences, CTE works conference, faculty and staff PD for career services expansion

b. Secondary Non-Personnel

Memberships

b. Secondary Non-Personnel

Conferences/ 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)

f. Postsecondary Non-Personnel

materials to support closing performance gaps as outlined in application

c. Secondary Equipment

Equipment to support Programs of Study, Integrated Academic and Technical Skills, Special Populations, Early College, and Performance Gaps

a. Secondary Personnel (Salary and Benefits)

Substitute Costs

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)

f. Postsecondary Non-Personnel

materials for consortium governance

d. Secondary Admin (5% max) UFARS 895

Secondary Admin (5% max)

a. Secondary Personnel (Salary and Benefits)

Coordinator and Operations Team Stipends and benefits

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)

PoPostsecondary Personnel (Salary and Benefits)

Career Connections Coordinator 25% of salary and benefits

f. Postsecondary Non-Personnel

Career Connections Career Center start up materials

h. Postsecondary Admin (5% max)

5 % admin

d. Secondary Admin (5% max) UFARS 895

Secondary Admin (5% max)

c. Secondary Equipment

This is a CNC piece of equipment that ties into Program of Study. Reserve funds will be used for this as this is a rural school with a high concentration of concentrators.