



## **FY 21-22 South Central Consortium**

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

**Submitted by Gwenn Wolters**

**Submitted on 07/06/2020 4:17 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](mailto:yingfah.thao@minnstate.edu)

### Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

## Additional Information

Additional Information URL

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

Additional Information URL Description

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

## Project Information

### Application Information

Application Name

FY 21-22 South Central Consortium

Total Amount of Award Requested

\$565,901.68

### Primary Contact Information

Name

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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.

| School District or College               | Secondary Type                    | I.D. Number (if applicable) |
|--|-----------------------------------|-----------------------------|
| Alden-Conger                             | 01 public school district         | 242                         |
| Butterfield-Odin                         | 01 public school district         | 836                         |
| Cleveland                                | 01 public school district         | 391                         |
| Faribault                                | 01 public school district         | 656                         |
| Janesville-Waldorf-Pemberton             | 01 public school district         | 2835                        |
| Lake Crystal-Wellcome Memorial           | 01 public school district         | 2071                        |
| LeSueur-Henderson                        | 01 public school district         | 2397                        |
| Madelia                                  | 01 public school district         | 837                         |
| Mankato                                  | 01 public school district         | 77                          |
| Maple River                              | 01 public school district         | 2135                        |
| Medford                                  | 01 public school district         | 763                         |
| Minnesota Valley Education District      | 61 cooperative education district | 6027                        |
| New Ulm                                  | 01 public school district         | 88                          |
| Nicollet                                 | 01 public school district         | 507                         |
| New Richland-Heartland-Ellendale-Geneva  | 01 public school district         | 2168                        |
| River Bend Education District            | 61 cooperative education district | 6049                        |
| Sleepy Eye                               | 01 public school district         | 84                          |
| Saint Clair                              | 01 public school district         | 75                          |
| Saint James                              | 01 public school district         | 840                         |
| Saint Peter                              | 01 public school district         | 508                         |
| Tri-City United (392 & 394 Consolidated) | 01 public school district         | 2905                        |
| United South Central                     | 01 public school district         | 2134                        |
| Waseca                                   | 01 public school district         | 829                         |
| Waterville-Elysian-Morristown            | 01 public school district         | 2143                        |
| South Central Service Cooperative        | 83 service cooperative            | 922                         |
| South Central College                    |                                   |                             |
| Blue Earth Area                          | 01 public school district         | 2860                        |
|  |                                   |                             |
|  |                                   |                             |

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.

With this year being the first time we've done a formal CLNA, I will admit, we had no idea what we were doing. However, the strength of our Consortia is that we have strong partnerships. We tapped into those partnerships and got right to work. Now that the CLNA is done and we are reflecting on the process and outcomes, I will admit that while we have never done a 'formal' process for Perkins application feedback, we did realize that we really have always done a version of the current CLNA. We've always asked our stakeholders for their feedback and opinions and used that information to build a Perkins plan.

We learned quite a bit during the process. Our next CLNA will be a much improved process. We plan on having a more streamlined approach. Because we didn't know what we were doing, we just started asking questions during all of our in-person meetings and workshops. We then realized that we didn't get to everyone and started sending out surveys to Administration, Teachers, Counselors, and Industry Partners. There was a lot of crossover and several people were asked the same questions multiple times. A step towards improvement is to determine the best way to reach everyone and to limit our ask so there isn't as much crossover.

Funds have been budgeted in this area. Those funds will cover the cost of working with a consultant to streamline our approach, figure out the best questions to ask, and tabulate the information in an easy to read way.

CLNA Framework is attached.

Upload your completed CLNA Framework  
CLNA Final

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

## Narrative 2: Programs of Study

### Programs of Study Narrative

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

According to current labor market data for our region, we should be focused on programs of study that include Healthcare, Information Technology, Manufacturing and Agriculture. These are high demand and/or high wage for our region. This information from DEED mirrors what we heard from our stakeholders during the CLNA. Instead of developing more or different programs of study, we need to continue to strengthen our current Programs and find opportunities to either share instruction regionally OR help Districts find ways to create their own, sustainable, Programs of Study.

The Consortia needs to be thoughtful about marketing this type of programming to incoming high school students. Starting the conversation during the middle grades will ensure continued growth and potentially find other areas of opportunity.

Students are exposed to CTE programs offered at the postsecondary level through a variety of outreach efforts that include:

- Program participation in career exploration events that are hosted by the college and regional Career Expos. Programs may "staff" these events with faculty, students, or industry partners.
- Participation in the current healthcare or information technology academy pathways.
- Admissions professionals visit high schools to promote CTE programs.

Additional outreach efforts may include a CTE program showcase as well as virtual opportunities to learn more about CTE program and career opportunities.

In addition, postsecondary will be supporting professional development, strengthening the design and curriculum within the Programs of Study, improve-CTE focused marketing and communication, and creating new strategies to engage with secondary students.

Our current Programs of Study cover these career fields: Health Science, Transportation, Business, Ag-Food-Natural Resources, Human Services, and Engineering-Manufacturing-Technology. There are areas of opportunity in each of the Programs of Study to work on as a part of this Perkins Application. For example, the Consortia needs to review each Program to determine if there are more opportunities for postsecondary academic credit through articulated college credit or concurrent enrollment. Are there better ways to provide an authentic work experience? How can we leverage the Workforce Development Coordinators to provide more meaningful opportunities? Do our classrooms provide the same types of learning experiences with tools and equipment that would mirror what they would experience in the workplace? Maybe the classroom should be the workplace? Are the industry credentials what industry wants or expects? Are there others that should be provided? All of this information can be found during programmatic Advisory Board meetings and regional Communities of Practice.

Programmatic CTE teachers (secondary + post-secondary) are brought together for a Community of Practice at the same time that they come together for their Articulated College Credit meetings. During these meetings, we will be discussing Program of Study and sharing best practices. Due Date: Fall 2020, Fall 2021.

Programmatic Advisory Board meetings are held throughout the year and is a good time to review programs and find ways to provide opportunities for all students. Fall 2020 the Consortium will provide information to all CTE teachers to include the above questions in their Advisory meetings.

Section 135 fund uses, in bold:

**(1) Career Exploration and Career Development**

**(2) Professional Development**

**(3) Skill Development**

**(4) Integration of Academic Skills**

(5) Increased Student Achievement on Performance Indicators

(6) Development and Implementation of Evaluation

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



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

### WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The South Central Region is a very proud of the fact that we are all connected -- secondary, post-secondary, community based organizations, and business and industry. Here is a list of our Career exploration and career development activities and who is involved in the planning and implementation of each activity:

1. Career Navigator (9th grade focus): The planning committee includes representation from South Central College, South Central Service Cooperative, South Central Workforce Council and local business and industry partners.
2. Career Expo (10th grade focus): The planning committee includes representation from Minnesota State University, Rasmussen College, Mankato Area Public Schools, South Central Service Cooperative, South Central Workforce Council, Greater Mankato Growth and local business and industry partners.
3. Tour of Manufacturing (11th & 12th grade focus): The planning committee includes representation from South Central College, South Central Service Cooperative, South Central Workforce Council, DEED and local business and industry partners.
4. Construct Tomorrow (11th & 12th grade focus): The planning committee includes representation from local union trades representatives, South Central Workforce Council, Mankato Area Public Schools, South Central Service Cooperative and the Construct Tomorrow Board.
5. Scrubs Camp (9-12th grade focus): The planning committee includes representation from South Central Service Cooperative, South Central Workforce Council, South Central College, Minnesota State University, Mankato, Rasmussen College, Mankato Clinic, DEED and Mankato Area Public Schools.
6. CRAVE (culinary exploration)(9-12th grade focus): The planning committee includes representation from South Central Service Cooperative, South Central Workforce Council, DEED, FCS teachers from St. Peter, Le Sueur-Henderson, LCWM and Mankato.
7. Career Day (11th & 12th grade focus): The planning committee includes representation from South Central College, Counselors from regional Districts, South Central Service Cooperative, Educational Talent Search and Junior Achievement.
8. Career Development is supported in each participating District through MCIS and/or Naviance.
9. Labor market information (LMI) is a key component of career exploration and comprehensive career counseling services. Youth counselors work with youth to investigate careers and labor market information using a variety of resources including DEED Labor Market Tools, Career & Education Explorer, CAREERwise, Occupational Outlook Handbook, Career One Stop, Minnesota Works, Construction Careers website, WIOA Region #5 Demand Occupation Lists and "Know Before You Go" labor market infographics. LMI guides our programming to support training that leads to high-growth and in-demand occupations.
10. "Know Before You Go" infographics were developed for healthcare, manufacturing, information technology, agriculture, transportation and construction. The infographics feature a variety of occupations in each industry and compare education, important qualities, job description, employment opportunities and work environment, as well as, career pathways that demonstrate demand occupations at every education level. They are also available in Spanish. The infographics are easy to understand and are shared widely with youth, families, employers, school administrators, school counselors and Career & Technical Education (CTE) instructors.
11. In the South Central Region, the Partners In Career Exploration program places interns in local rural school districts to provide one-on-one career exploration and career counseling assistance to high school students. The interns are first year graduate students in the Student Counseling Program at Minnesota State University-Mankato. Interns receive training from CareerForce Mankato staff, Minnesota State University-Mankato, South Central College, and our local labor market analyst who provides them with information on our labor market including high growth/demand occupations in the region. Interns are placed at local school districts to provide career exploration and career counseling assistance through one-on-one advising and classroom presentations. The intern meets with every high school junior and senior enabling them to reach students that are not proactive about their plans after high school and

would otherwise go unnoticed and fall through the cracks. The interns also provide career exploration activities for younger grade levels so that they can begin to consider their plans after high school.

12. The Higher Education Career Advisor Project (HECAP) provides MVAC staff to local high schools to present interactive curriculum titled “Skills for Success in Employment, Education & Life” that covers job search techniques, interviewing, workplace skills, career exploration and financial literacy.

13. Pathways in Technology Early College High Schools (P-TECH) - collaboration between Rice County's K-12 institutions, SCC, Faribault Chamber of Commerce, DEED, and workforce partners to implement a hands-on curriculum model that will enable students to take college courses while in high school that will be applied towards an industry recognized two-year degree. Health careers will be the focus of this pilot program.

In every career exploration activity listed above, current labor market data is shared with students in a variety of ways. Information is shared with Counselors prior to the events to share with students BEFORE attending; information is shared through individual presentations by our employer partners during the event; information is shared with Districts (counselors, teachers) after the events to enforce the learning activities and objectives.

Section 135 Fund Uses (in bold):

**(1) Career Exploration and Career Development**

(2) Professional Development

**(3) Skill Development**

(4) Integration of Academic Skills

(5) Increased Student Achievement on Performance Indicators

(6) Development and Implementation of Evaluation

*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.

As indicated in the CLNA Framework, stakeholders recognize the value of industry certifications and providing opportunities for secondary and post secondary students to earn credentials that will be beneficial in the workplace. There are opportunities for students to earn industry credentials through their coursework and take a technical skill assessment (TSA) to prove that they know and understand the material provided in their CTE courses. According to the CLNA results and current labor market data for the South Central region, the Consortium is focused in programs of study that include Healthcare, Information Technology, Manufacturing and Agriculture. These are specific industry credentials that we are in development in the South Central Region:

1. Emergency Medical Responder: secondary teachers are currently taking the EMR course so they can teach and offer the EMR certification to their students starting Fall Semester 2020. Districts participating include: Mankato, LSH, TCU, St. Peter, St. James.
2. Mental Health First Aid: the Consortium is currently looking into what it would take to provide this class and certification in our Regional Health Science Academy.
3. Multiple districts have and are interested in providing a variety of Welding certifications. Mankato and St. Peter currently have this opportunity in place.
4. South Central College is developing regional opportunities for secondary partners to provide MSSC certifications to Manufacturing students.
5. South Central College recently applied for a grant that would support the development of low cost industrial training. South Central College faculty would provide professional development to the secondary teachers in order to properly and fully implement this equipment into current curriculum. Scholarship support will also be made available to students. Six regional districts would be involved.

Postsecondary CTE programs have identified nationally recognized credentialing opportunities to incorporate into their programs. For example, there is a strong desire within the South Central College Medical Assisting program to offer the option for students to earn additional certifications through the National Healthcareer Association, an organization that is nationally recognized. These certifications include Certified Medical Administrative Assistant (CMAA), Certified Electronic Health Records Specialist (CEHRS), and Certified EKG Technician (CET). Current program curriculum provides the instructional foundation that students need to successfully earn these credentials.

Strategic alignment of curriculum or additional course offerings to secondary students through PSEO or concurrent enrollment could lead to students earning a credential while still in high school as opposed to waiting until they have completed the program. Attendance at program advisory board meetings can provide insight into further opportunities for academic and technical skill improvements from industry partners.

South Central College's Director of Secondary Relations/Perkins Grant will collaborate with staff in the Center for Teaching and Learning Excellence to develop professional development training for CTE instructors looking to enhance their curriculum to align with the competencies needed for students to earn additional industry-recognized credentials. The DSR's goal is to have at least three CTE programs incorporate (or be in the process of incorporating) an industry credential into their programming during the 2020-2021 academic year.

Secondary technical skill assessments or industry credentialing happens at the end of Fall and Spring semesters. Information on new training opportunities for teachers to provide industry certifications is always shared widely.

Section 135 Fund Uses (in bold):

(1) Career Exploration and Career Development

**(2) Professional Development**

**(3) Skill Development**

**(4) Integration of Academic Skills**

**(5) Increased Student Achievement on Performance Indicators**

(6) Development and Implementation of Evaluation

*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.

ALL students are invited to participate in ALL of the Consortium's career exploration activities, which special accommodations being made, if need be. For example, during Career Navigator 2019-20, a few of the participating districts expressed a need for additional Spanish language translators. The planning team was able to secure three additional translators which allowed nearly 20 more students to participate from two different districts. If Perkins funding were not available to support these students they wouldn't have been able to participate in the Navigator experience. This was considered a successful support technique, but more can be done. The Consortium needs to ensure that participating districts are aware that ALL students should take part in these events. Asking the question, "how can we best support your students" and offering to provide the support mechanisms needed will increase participation. Career Navigator occurs over the course of 8 days throughout the Winter of 2021, 2022. All six career fields are represented during the Career Navigator event.

The Consortium will continue to work with the Greater Mankato Diversity Council to deliver STEM Equity classroom presentations to Districts in the South Central region. This collaboration presents STEM in a hands-on way while also talking through gender equity and the stereotypes that may exist in CTE career fields. A special effort will be made to create this programming using a virtual platform. With COVID-19, the Consortium quickly realized that we need to make classroom presentations available in a format other than the traditional speaker going to the classroom. Work will continue during the Summer of 2020 to find a solution for any periods of distance learning next academic year. Classroom presentations will occur over multiple days during March and April of 2021, 2022. A majority of participating districts are from more rural areas: Butterfield-Odin, JWP, Maple River, Blue Earth, Alden-Conger and United South Central.

Another equal access opportunity is to ensure that ALL districts have the same opportunities to explore and learn about the wide variety of career fields that exist. Establishing methods of sharing CTE programming among a variety of smaller districts will continue. According to current labor market data for the region, areas of focus include Healthcare, Information Technology, Manufacturing and Agriculture.

Collaboration with the college's Academic Support Center may enhance supports that are currently in place and provide students with the resources needed to successfully participate. SCC recently appointed a Director of Diversity, Equity, and Inclusion, which is a new position established at the college starting July 1st, 2020. The DDEI will be a valuable resource for the South Central Perkins Consortium as ideas are developed to make CTE exploration and programming more equitable and inclusive.

Increased collaboration with the region's Alternative Learning Centers to enhance access to the learners will be another high priority for the Consortium. The Mankato District will be adding AVID programming for their students during the 2020-21 school year. They are also creating more opportunities for job shadows and internships for all of their 9-12th grade students.

Additional professional development, training, and education will be provided for secondary and post secondary instructors, counselors, advisors, and staff in support of special populations. Professional development topics will be determined based on the needs of the Consortia. A survey will be developed and distributed during Fall 2020.

On the Secondary side, we are fortunate to have access to a Regional Special Education Director. She connects CTE to Special Education during her monthly and quarterly meetings with Directors and Educators.

The South Central Perkins Consortium has partnered with the South East, Riverland, and South West Consortia to apply for the Capacity-Building for Perkins V Implementation grant. This grant will provide the opportunity to address issues regarding the implementation and/or evaluation of practices to ensure equity in CTE. Three focus areas were detailed in the application: Poverty Training, Research to Inform Practice, and Student Interviews and Focus Groups.

Section 135 Fund Uses (in bold):

#### **(1) Career Exploration and Career Development**

#### **(2) Professional Development**

**(3) Skill Development**

(4) Integration of Academic Skills

**(5) Increased Student Achievement on Performance Indicators**

(6) Development and Implementation of Evaluation

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

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

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

Work-based learning was a thread that ran through our CLNA. From teachers to students to employers to principals and superintendents -- everyone wants to provide more work-based learning opportunities. These opportunities range from industry speakers in classrooms to registered youth apprenticeship programs. There is a strong desire from several regional Districts to provide work-based learning in district through a school run business. At a Consortium level, this topic was supported through a well attended workshop during the fall of 2019. Representatives from the Department of Labor & Industry came to South Central Service Cooperative to provide information to a full house. In attendance were 10+ districts and 10+ individual businesses. More work needs to be done to streamline the process and to ensure that the information coming from the State is consistent to our Districts, post-secondary, and business and industry partners.

Through funds provided to our Region from the Greater Twin Cities United Way Guided Pathways to Success grant, this region was able to provide funding for teachers to return to the classroom to earn their Work-Based Learning endorsement to their teaching license. This will be pivotal in moving this work forward as we need more appropriately licensed teachers providing local opportunities for students.

Collaborate with postsecondary CTE program advisory committees regarding work-based learning opportunities and how these models can be enhanced in each program area.

Continue to support the work of the college's CTE program apprenticeship, internship, and other work-based learning opportunities.

Section 135 Fund Uses (in bold):

**(1) Career Exploration and Career Development**

(2) Professional Development

**(3) Skill Development**

(4) Integration of Academic Skills

(5) Increased Student Achievement on Performance Indicators

(6) Development and Implementation of Evaluation

*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.

Articulated college credit (ACC) is offered in multiple CTE disciplines and we offer annual training and information regarding these opportunities to students, teachers, and counselors throughout the region. College faculty assist with determining the best opportunities to offer ACC. The college's admissions and advising team has been increasingly attentive to ask students about ACC and the admissions process.

SCC provides students with the opportunity to earn postsecondary credit through concurrent enrollment (CE) opportunities. There are currently six CTE CE courses offered in three discipline areas - Health Science, Computer Careers, and Marketing. Most of these classes are offered through two regional Academy programs: Health Science Academy and the Information Technology Academy. Outside of the academy, a marketing course is offered concurrently with Faribault High School and a Medical Terminology course is offered at St. James High School.

SCC was recently approved for programmatic accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). This approval will allow SCC to expand their CE course offerings to fulfill the CTE needs of the region. Discussion is in its beginning stages regarding adding options to the Health Science academy for students to earn additional credits that can be directly applied to the Practical Nursing (PN) program.

A P-TECH (Pathways in Technology Early College High School) structure is in initial planning stages thanks to a partnership that has been established between Faribault Public High School, South Central College, the Faribault Chamber of Commerce, and industry partners. Health careers programming has been identified as the first career model that will be offered for Faribault High School utilizing concurrent enrollment and traditional PSEO course options. Health science faculty, high school teachers, industry and workforce partners, and administrators have conducted some preliminary planning and will work to develop curriculum throughout the Summer 2020 with the first courses being offered in the Fall 2020.

There is a desire in the region to provide up to a 2-year degree for students while still in high school. A strategic plan to deliver this model will need to be developed by appropriate postsecondary and secondary partners. The recent approval of the college's concurrent enrollment program makes the development of this model much more attainable.

Section 135 Fund Uses (in bold):

- (1) Career Exploration and Career Development
- (2) Professional Development
- (3) Skill Development**
- (4) Integration of Academic Skills**
- (5) Increased Student Achievement on Performance Indicators**
- (6) Development and Implementation of Evaluation**

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



## Narrative 8: Support to Professionals

### Support to Professionals Narrative

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

The recruitment of teachers, specifically CTE teachers, came through loud and clear on the CLNA. We don't have enough teachers to support our programming and students. And, we certainly don't have enough CTE teachers who mirror our student populations. One possible solution to this issue is to develop more Education Pathways in our Districts. These pathways could connect to both South Central College and Minnesota State University. An Education Pathway could provide students with their CDA (Child Development Associate) credential while still in high school. This Pathway could also provide college credit to students who wish to pursue their post-secondary education in Early Childhood Education (South Central College) and/or their post-secondary education in Teaching (Minnesota State University, Mankato).

As a Consortia, we need to make sure we are providing resources to Districts in order for teachers to become appropriately licensed. This could be the cost of coursework, covering the cost of a sub so teachers can work on portfolios, etc. We need to be creative if we're asking our teachers to do more. We also need to develop networks to informally share information on open positions with individuals who may not be actively seeking employment as a CTE teacher.

We will continue to work with our counselors, CTE teachers and WBL professionals to continue our Communities of Practice. Some of these are done in conjunction with our Articulated College Credit meetings in the fall. These have proven to be extremely helpful during these difficult times where we need to connect with other teachers to learn best practices, share resources and be a sounding board.

South Central College provides individualized orientation for all new concurrent enrollment instructors and faculty liaisons prior to the start of the CE course. An annual professional development (PD) training day will be established for CE teachers, liaisons, and others supporting concurrent enrollment courses. This PD opportunity would provide both comprehensive and individualized professional development that aligns with NACEP standards. NACEP also provides training opportunities to its membership, including webinars, written resources, regional workshops, and national conferences.

Other training opportunities include:

ACTE, MnACTE conferences/meetings

CTE Works! Summit

ACC Regional Meetings

Accuplacer Counselor Training

1. A CTE mentorship program would be beneficial for educators coming from industry in to faculty roles. Mentorship would also be beneficial for educators who are taking on additional work to support CTE courses in the high school. MDE has a mentorship program for all new CTE teachers. We need to be sure to leverage this when we have new teachers in the region.

Section 135 Fund Uses (in bold):

(1) Career Exploration and Career Development

**(2) Professional Development**

(3) Skill Development

(4) Integration of Academic Skills

(5) Increased Student Achievement on Performance Indicators

**(6) Development and Implementation of Evaluation**

*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.

More work needs to continue in the area of non-traditional programming options for all students. Events like Navigator provide opportunities for students to see females in male-dominated careers and males in female-dominated careers. Additional educational materials, student/alumni testimonials, program marketing materials, etc. can also be developed to increase the numbers in gender-dominated fields. Career exploration opportunities, such as Career Navigator, intentionally exposes students to “nontraditional” or what some may consider to be gender-specific career fields. Additional educational materials, student/alumni testimonials, program marketing materials, etc. can also be developed to increase the numbers in gender-dominated fields. These materials will be developed and distributed 2020-21.

Career exploration events could also benefit students in the region’s alternative learning centers. The Consortia will improve our communication strategies with these organizations to include their students. All career exploration events should be structured to promote inclusivity and accommodate students that may need additional supports, as further addressed in Narrative 5.

Showcase of CTE programs across the college in an “open house” format, benefiting students, faculty/staff, and the community and exposing the opportunities that CTE can provide. This event could also showcase Perkins and the opportunities that the grant can provide for CTE programs and students.

In order to improve student performance there needs to be broader opportunities at all districts. Some of our larger districts have a variety of CTE programming, including some very well-defined pathway programs. However, at smaller, rural, districts there are fewer opportunities for students to take more than one class in any career field. If the Consortia can expand the number of CTE classes offered, structures could be developed that can address student performance gaps and support improvement efforts. Work has already begun in this area and will continue during the 2020-21 school year. There should be regionally shared classes available in 2020-21 with potential results coming in 2021-22 school year. Each year will increase the number of classes available.

Section 135 Fund Uses (in bold):

**(1) Career Exploration and Career Development**

**(2) Professional Development**

**(3) Skill Development**

(4) Integration of Academic Skills

(5) Increased Student Achievement on Performance Indicators

(6) Development and Implementation of Evaluation

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

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

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

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

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

The South Central Consortia consists of 24 school districts, two cooperative education districts, the South Central Service Cooperative, and South Central College. The Consortia Advisory board meets on a quarterly basis to review data, discuss needs, and provide guidance on plan implementation.

Our current Programs of Study include programs from these Career Fields: Health Science, Transportation, Business, Management & Administration, Ag-Food-Natural Resources, Human Services, and Engineering-Manufacturing-Technology.

Obtaining state-of-the-art equipment for both of the college's campuses was identified as an option to provide more quality learning opportunities to secondary students in the region. Transportation and time away from the high school continue to be challenges to take advantage of the space and equipment available to districts. Portable equipment and mobile learning labs could be utilized in high schools and other more convenient locations to avoid transportation and scheduling conflicts. The college's Mechatronics program is looking at establishing a distance learning delivery model that would allow equipment to be brought in to the high school as opposed to the students coming to the college campus.

Many discussions took place on sharing resources when it comes to the rural districts in our consortia. Some work has already begun with the innovation zone work with a handful of districts. These districts have determined a start to courses that could be shared. Next steps are needed to be supported to help launch the concept. Shared regional CTE classes will be offered to Districts Fall 2020. This programming will grow and offer additional classes for Fall 2021.

Some programming already includes credentials that can be completed by high school graduation. For example, schools are adding in the AWS certificate or OSHA 10. There are other options that could be added but may need to be developed as a regional effort to maximize resources and training for students. More work needs to be done in this area to strengthen our Programs of Study. During school year 2020-21, connect with Districts who are currently offering programming without credentials and support them in adding them.

Parent-focused education around the need for more people in the high skill, high wage, high demand career fields continues to be a challenge. Changing the stigma that the 4-year degree is the only route to success and a livable wage. Parents of students in PSEO/CE CTE courses could be provided with additional information at orientation events, and additional resources could be made available on the college website.

Continued work is needed to make degrees stackable. Some programs at the college have options to earn certificates/diplomas after one or two semesters with the option to continue to earn an AAS. Additional programs could also provide this opportunity for students who may choose to return to college to complete their two-year degree. As the college looks to develop new program offerings in CTE fields, stackable credentials should be considered to accommodate students with various educational and career-focused goals. In addition to stackable credentials, we need to show students a clear pathway for them to follow from high school through to post secondary options (technical college, industry certifications, skilled-labor, workforce).

Professional development, incorporating open dialogue and shared resources (which could include shared curriculum), will improve the size, scope, and quality for our programs in rural schools and throughout the region. Professional development offerings for both secondary and postsecondary educators need to be flexible. Virtual PD

opportunities may be able to be completed at the instructor's own pace and on their own time. Community partners could also be engaged in professional development offerings and provide training focused on relevant industry trends, new equipment, etc. This can be flexibly structured to accommodate traditional teaching schedules.

Support opportunities for SCC CTE students to interact with secondary students regarding their career field. In addition to increasing interest in CTE, the SCC student may also discover a strength in teaching and communication, and spark their interest in future teaching opportunities.

Section 135 Fund Uses (in bold):

- (1) Career Exploration and Career Development
- (2) Professional Development**
- (3) Skill Development**
- (4) Integration of Academic Skills
- (5) Increased Student Achievement on Performance Indicators
- (6) Development and Implementation of Evaluation**

*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.

Reserve funds should be used for innovative strategies to serve our rural districts. The Innovation Zone has laid some good ground work over the last two years in looking for creative solutions to our rural districts. The Innovation Zone has identified several business education teachers who are willing and able to provide classes to Districts who may only have a few students registered. For example, a business teacher from JWP may have a class with JWP students, TCU students, and BEA students. One central teacher providing education to all. These reserve funds to go to support professional development for our teachers to ensure a quality education and experience for students. These resources could also be updated curriculum. A review of curriculum needs will be done Fall 2020 with plans to update Spring 2020. Professional development for teachers in blended learning models will take place during the Summer and Fall of 2020.

There is an opportunity for rural districts to build stronger connections between secondary, postsecondary, and workforce partners. Postsecondary can provide flexible CTE programming and work-based learning experiences that support rural districts and promote non-traditional career fields.

As a result of COVID-19, distance learning strategies have and will continue to be integrated throughout CTE programming and career exploration. Reserve funds will be utilized to support teacher training and technology supports that will enhance the distance learning experience and provide a quality experience for both educators and students.

South Central College's Mechatronics program is looking in to the establishment of a distance education delivery model with the purpose of developing student interest in the field of Mechatronics and Process Instrument Careers. Teaching training would begin in Fall 2020.

Section 135 Fund Uses (in bold):

**(1) Career Exploration and Career Development**

**(2) Professional Development**

**(3) Skill Development**

- (4) Integration of Academic Skills
- (5) Increased Student Achievement on Performance Indicators
- (6) Development and Implementation of Evaluation

*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) |
|---|----------|
| <b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>                         | 0        |
| <b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b> | 10000    |
| <b>Postsecondary Subtotal</b>   | 10000    |
| <b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>                             | 2500     |
| <b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>    | 20000    |
| <b>Secondary Subtotal</b>   | 22500    |
| <b>TOTAL</b>  | 32500    |

*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    |
|-------------------|---|-------------------------|---------------------------|--------------------|-----------|
| Laura Attenberger | Director of Secondary Relations/Perkins Grant             | Postsecondary           |                           | 60                 | 62,347.00 |
| Roxy Mortvedt     | Secondary Relations Office Administrative Assistant       | Postsecondary           |                           | 67                 | 23,096.39 |
| Bridget Johnson   | Administrative Assistant for SRO Career Navigator Program | Postsecondary           |                           | 55                 | 34,663.00 |
| Gwenn Wolters     | Career and College Readiness Coordinator                  | Secondary               |                           | 50                 | 66,880.00 |
| Erin Toninato     | Special Education Director                                | Secondary               | 380233                    | 4                  | 7,275.18  |
|                   | Workforce Development Coordinator                         | Secondary               |                           | 33                 | 27,175.00 |
|                   |   |                         |                           |                    |           |
|                   |   |                         |                           |                    |           |
|                   |   |                         |                           |                    |           |
|                   |   |                         |                           |                    |           |
|                   |   |                         |                           |                    |           |
|                   |   |                         |                           |                    |           |

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

PD Director of Secondary Relations-Perkins Grant 12-15-19

Position Description

Position Description OASI Administrative Assisstant Roxy

Position Description

Position Description

Regional College and Career Ready Coordinator Job Description

Position Description

Workforce Coordinator Position Take 2

Position Description

Bridget Johnson 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.

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.

Cleveland, LSH, St. Clair, St. Peter, TCU, LCWM, JWP, Madelia, Maple River, MCW, NRHEG, USC, Waseca

MDE Approved Program Code 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.

South Central College - North Mankato and Faribault Campuses

Practical Nursing Program (Diploma), Health Unit Coordinator (Certificate), Medical Administrative Office Specialist (AAS Degree), Professional Nursing (AS Degree), Medical Lab Technician (AAS Degree), Phlebotomy (Certificate), Medical Assistant (AAS Degree)

### 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):

|                                       |                             |                         |             |
|---------------------------------------|-----------------------------|-------------------------|-------------|
| <b>TSA</b>                            | NOCTI                       |                         |             |
| <b>Work-based Learning</b>            | Class @ Industry Site       | Summer Internship Pilot | Job Shadows |
| <b>Licensure</b>                      |                             |                         |             |
| <b>Certification</b>                  |                             |                         |             |
| <b>Industry-Recognized Credential</b> | Certified Nursing Assistant |                         |             |

**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):

|                                       |            |          |             |
|---------------------------------------|------------|----------|-------------|
| <b>Academic Award</b>                 | AAS        | Diploma  | Certificate |
| <b>Work-based Learning</b>            | Internship | Clinical |             |
| <b>Licensure</b>                      | RN         | LPN      |             |
| <b>Certification</b>                  | CMA/RMA    | MLT      | CHUC        |
| <b>Industry-Recognized Credential</b> |            |          |             |

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 Health Science Technology and Medical Terminology courses were built following the Minnesota State standards. The Basic Nursing class follows MDH guidelines and is approved for use in Secondary.

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")

Health Science Technology and Medical Terminology have a blended format which allows students to meet on an industry site one day per week. During this classtime, students are presented with information from hospital and clinic professionals. Industry Partners include: Mayo Clinic and Hospital in Waseca, River's Edge Hospital in St. Peter, and Madelia Community Clinic and Hospital. Labs and clinicals in the Basic Nursing class take place at an approved skilled nursing facility. Our industry partners in this space include: Benedictine Living Community in St. Peter, Living

Meadows in Madelia, and Oaklawn in Mankato. We are working with additional skilled nursing facilities to become approved partners for our 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")

The South Central Consortium recently went through our five-year Program Approval process. The regional Health Science programming is MDE approved.

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")

Courses offered at South Central College meets MN State board policy and Higher Learning Commission requirements. SCC is accredited by the Higher Learning Commission.

The SCC Concurrent Enrollment Program was recently accredited by the National Alliance of Concurrent Enrollment Partnerships.

The SCC Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs

The SCC Medical Laboratory Technician program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences

SCC's Nursing programs are accredited by the Accrediting Commission for Education in Nursing

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")

Students are exposed to current workplace equipment, technology and materials during the course of their on-site classes, labs and clinicals.

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")

In addition to the weekly industry site class and labs and clinicals, we are piloting a Summer School to Work experience with the St. Peter District and Benedictine Living Community and River's Edge Hospital and Clinic. During this Experience, students follow a rotation that will expose them to work in a variety of departments that include: dietary, housekeeping and environmental services, human resources, nursing, and emergency medicine, to name a few. This is a paid work experience for students. Partners included on this Pilot include: South Central Service Coop, Minnesota Valley Action Council, Benedictine and River's Edge.

Because of COVID-19, this Pilot will probably be pushed into July or August and will only occur at Benedictine Living Community. Our plan is to work through the bugs and move this project into other communities.

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")

Health Sciences has been identified through our CLNA to be an industry that is in high demand and a high wage career. Our Secondary Partners have indicated that this Career Pathway makes sense to start at the secondary level because there is a variety of options for students. There are also industry credentials that can be earned while in high school that can lead to employment.

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

## State-recognized Program of Study 2

### POS 2

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

Engineering, Manufacturing, & Technology

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

Transportation Operations

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

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

List high school(s) and program code here.

Mankato East, West and Central High Schools, Faribault High School

MDE Approved Program Code: 170302

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

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

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

South Central College - North Mankato campus; Automotive Service - AAS and 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):

|                                       |                 |                    |  |
|---------------------------------------|-----------------|--------------------|--|
| <b>TSA</b>                            | ASE             |                    |  |
| <b>Work-based Learning</b>            | Work Experience | Job Shadows        |  |
| <b>Licensure</b>                      |                 |                    |  |
| <b>Certification</b>                  |                 |                    |  |
| <b>Industry-Recognized Credential</b> | I-CAR           | Ford Certification |  |

**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):

|                                       |                                      |                                      |  |
|---------------------------------------|--------------------------------------|--------------------------------------|--|
| <b>Academic Award</b>                 | AAS                                  | Diploma                              |  |
| <b>Work-based Learning</b>            | Cooperative Occupational Experience  | Cooperative Occupational Experience  |  |
| <b>Licensure</b>                      |                                      |                                      |  |
| <b>Certification</b>                  | Automotive Technician Advanced NOCTI | Automotive Technician Advanced NOCTI |  |
| <b>Industry-Recognized Credential</b> |                                      |                                      |  |

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")

Secondary course standards follow State guidelines as an approved 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")

There are strong advisory board members who support local auto programming. They provide feedback on program strengths and weaknesses in addition to providing on-the-job opportunities for students that include shop tours and shadows. They also provide equipment when able.



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")

The South Central Consortium recently went through our five-year Program Approval process. The Mankato and Faribault Auto programming is MDE approved.

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")

Courses offered at South Central College meets MN State board policy and Higher Learning Commission requirements. The Automotive Service program is accredited through the Automotive Service Excellence Education Foundation.

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")

Regular input is provided by Advisory Board membership regarding the equipment, technology and materials utilized in this program. Industry partners provide valuable information to ensure that occupational standards and practices for installation, use, maintenance, and safety are implemented throughout 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")

At the secondary level, students are encouraged to seek out job shadows and shop tours. Advisory board members are asked first and if more are needed, the teachers seek additional help connecting with industry. There are also opportunities for students to tour the auto labs at South Central College.

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")

Transportation wasn't listed as one of our region's top career fields. However, there was interest indicated through our CLNA in terms of continuing to bring Auto programs into more Districts -- especially our smaller districts. There are quite a few Ag programs that could be expanded to include auto with small engines, and auto body repair.

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

## State-recognized Program of Study 3

### POS 3

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

Business, Management, & Administration

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

Merchandising

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.

Waseca, LCWM, Faribault

140710

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

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

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

South Central College - North Mankato & Faribault campuses

Marketing Management (AAS degree, diploma, certificate)

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

|                                       |                   |                    |  |
|---------------------------------------|-------------------|--------------------|--|
| <b>TSA</b>                            | <b>NOCTI</b>      |                    |  |
| <b>Work-based Learning</b>            | <b>Internship</b> | <b>Job Shadows</b> |  |
| <b>Licensure</b>                      |                   |                    |  |
| <b>Certification</b>                  |                   |                    |  |
| <b>Industry-Recognized Credential</b> |                   |                    |  |

**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):

|                                       |            |             |            |
|---------------------------------------|------------|-------------|------------|
| <b>Academic Award</b>                 | AAS        | Certificate | Diploma    |
| <b>Work-based Learning</b>            | Internship | Internship  | Internship |
| <b>Licensure</b>                      |            |             |            |
| <b>Certification</b>                  |            |             |            |
| <b>Industry-Recognized Credential</b> |            |             |            |

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")

As a part of the recent Program Approval process, feedback from MDE was provided to embed the updated business frameworks into course syllabi. This will be a part of our curriculum review and implemented. These updated business frameworks were released April 2019.

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 diverse Advisory Committee that includes a Senior Operations Manager from a local manufacturing company, a hospital administrator, an interior designer, independent farmer, Chamber director, Plant Manager, SBDC Counselor and a restaurant owner. This group provides great programmatic feedback and opportunities for students to have a hands-on learning experience in any of the businesses represented.

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")

The South Central Consortium recently went through our five-year Program Approval process. The Waseca, LCWM and Faribault business programs are MDE approved.

An area of opportunity for this POS is in identifying industry credentials that would fit the secondary space and looking for more meaningful work based learning opportunities.

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")

Courses offered at South Central College meets MN State board policy and Higher Learning Commission requirements. SCC is accredited by the Higher Learning Commission. The SCC Concurrent Enrollment Program was recently accredited by the National Alliance of Concurrent Enrollment Partnerships.

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")

Because of the relationships we have with our Advisory members, they provide regular feedback on what is currently used in the business field. A lot of conversations come back to the software differences used in District and in business. Where applicable, we are trying to use industry recognized software programs.

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")

Students partner with local businesses in the community for advice on starting their own business and the process they need to go through to receive a bank loan, ordering from vendors, setting up a checking account and much more. Students also work with organizations in completing service-learning projects for the nursing homes and veterans. Through DECA, students operate the school store in finding workers, ordering product, and completing inventory as well as maintaining the financials for the store. Students also determine the advertising strategies to

use to promote product.

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")

At a local level, both districts receive program feedback from their Advisory. This information us used to strengthen the program offerings. On a regional level, the business teachers participated in several forums for CLNA feedback.

*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.

Career Cluster: Select the career cluster 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.

Lake Crystal Wellcome Memorial, Mankato East-West-Central, Blue Earth, Faribault, JWP, LeSueur-Henderson, NRHEG, St. James, TCU, USC, Waseca

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.

South Central College - North Mankato & Faribault campuses

Early Childhood Education (AS & AAS degree, Diploma, Certificate)

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

|                            |         |            |  |
|----------------------------|---------|------------|--|
| <b>TSA</b>                 | NOCTI   |            |  |
| <b>Work-based Learning</b> | Shadows | Internship |  |
| <b>Licensure</b>           |         |            |  |
| <b>Certification</b>       |         |            |  |

|                                       |                             |  |  |
|---------------------------------------|-----------------------------|--|--|
| <b>Industry-Recognized Credential</b> | Child Development Associate |  |  |
|---------------------------------------|-----------------------------|--|--|

**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):

|                                       |                 |            |             |
|---------------------------------------|-----------------|------------|-------------|
| <b>Academic Award</b>                 | AS & AAS Degree | Diploma    | Certificate |
| <b>Work-based Learning</b>            | Internship      | Internship |             |
| <b>Licensure</b>                      |                 |            |             |
| <b>Certification</b>                  |                 |            |             |
| <b>Industry-Recognized Credential</b> |                 |            |             |

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")

We recently went through the program approval process. As a part of that process, feedback was provided that course standards need to be reviewed and updated to align with the Minnesota FACS Frameworks. This work has already started and will continue during curriculum review. Career development is embedded into our pathway.

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")

Regular feedback is received from our diverse Advisory Committee. The Committee is made up of several community



members working in career areas such as an elementary school principal, support services manager from a residential group home, high school students, paraprofessionals at the high school and elementary level, community education coordinator, special education teacher, middle and high school counselors, and a home based and center based child care provider.

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")

The South Central Consortium recently went through our five-year Program Approval process. The family and consumer science programming at LCWM and Mankato are MDE approved.

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")

Courses offered at South Central College meets MN State board policy and Higher Learning Commission requirements. SCC is accredited by the Higher Learning Commission.

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

Component is present?

- Yes
- No

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

Advisory board feedback is crucial in learning more about industry standards and practices. This Advisory will be used to determine if including the CDA into the pathway is a good step forward for our students.

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")

Students have the opportunity to work with preschool and elementary students in the Districts. This is a great opportunity to not only discover if this is a good career field but to also explore the world of teaching. The Mankato District has a Teacher Cadet program that explores the career of teaching at all levels.

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")

Employment needs are provided regionally by DEED and the Workforce Council. This information is shared with the Advisory members. There are also opportunities to participate in regional Communities of Practice to share information with other FSC teachers in the region. Regional CLNA opportunities were presented at the teacher, counselor and leadership level.

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

## State-recognized Program of Study 5

### POS 5

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

Engineering, Manufacturing, & Technology

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

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.

Mankato East and West

171710

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.

South Central College - North Mankato & Faribault campuses

Mechatronics Engineering Technology (degree, diploma, certificate)

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

|                                       |                                  |            |  |
|---------------------------------------|----------------------------------|------------|--|
| <b>TSA</b>                            | PLTW Intro to Engineering Design |            |  |
| <b>Work-based Learning</b>            | Youth Apprenticeship             | Internship |  |
| <b>Licensure</b>                      |                                  |            |  |
| <b>Certification</b>                  |                                  |            |  |
| <b>Industry-Recognized Credential</b> | OSHA 10                          |            |  |

**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):

|                                       |                |         |             |
|---------------------------------------|----------------|---------|-------------|
| <b>Academic Award</b>                 | AAS Degree     | Diploma | Certificate |
| <b>Work-based Learning</b>            | Apprenticeship |         |             |
| <b>Licensure</b>                      |                |         |             |
| <b>Certification</b>                  | MSSC           |         |             |
| <b>Industry-Recognized Credential</b> |                |         |             |

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")

Because this program is connected to a youth apprenticeship program, YEAP, the course standards are very well connected to industry standards and fully defines what students are expected to know and be able to do to enter these types of career fields. Through classroom and on the job training, students are exposed to a wide variety of manufacturing careers.

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 Advisory is helpful in providing information to maintaining and growing this program of study. However, the 1:1 experience with our industry partners connect teachers, students and parents back to the company.

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")

The South Central Consortium recently went through our five-year Program Approval process. This manufacturing program is MDE approved.

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")

Courses offered at South Central College meets MN State board policy and Higher Learning Commission requirements. SCC is accredited by the Higher Learning Commission.

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")

All students participating in the youth apprenticeship program will work on an industry site where they are exposed to the most current facility, equipment, technology and materials. In order for students to be prepared for this environment, we try and replicate as much as possible in the high school classroom setting. Getting students used to the tools and technologies that they will see and use onsite.

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")

Student internships and job shadows are available. For some students, the YEAP program is available. This is a registered youth apprenticeship program that has partnered with three local manufacturers to provide students a true hands on, paid, work experience while in high school. Students apply to the program, attend an orientation, learn more about the participating manufacturers, and are selected and placed by the manufacturer.

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")

Work was done on determining if our program is effective and how to make it more impactful for our students and communities by first working with our Advisory board members. We also participated in a regional conversation through a Community of Practice and online survey for the CLNA.

*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.

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.

Alden-Conger, Blue Earth, JWP, LCWM, Madelia, Mankato, Maple River, Medford, New Ulm, Nicollet, NRHEG, Sleepy Eye, St. James, St. Peter, TCU, USC, Waseca, WEM

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.

South Central College - North Mankato

Agribusiness Service and Management (AAS degree, 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):

|                                       |            |        |  |
|---------------------------------------|------------|--------|--|
| <b>TSA</b>                            |            |        |  |
| <b>Work-based Learning</b>            | Internship | Shadow |  |
| <b>Licensure</b>                      |            |        |  |
| <b>Certification</b>                  | OSHA 10    |        |  |
| <b>Industry-Recognized Credential</b> |            |        |  |

### 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):

|                                       |            |            |  |
|---------------------------------------|------------|------------|--|
| <b>Academic Award</b>                 | AS Degree  | Diploma    |  |
| <b>Work-based Learning</b>            | Internship | Internship |  |
| <b>Licensure</b>                      |            |            |  |
| <b>Certification</b>                  |            |            |  |
| <b>Industry-Recognized Credential</b> |            |            |  |

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")

Courses are aligned with national standards. During the program approval process, a recommendation was made to review the standards based on recent changes and make updates where needed. This is an action item for a curriculum update next school year.

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 Ag program advisory is a diverse group from our very small community. This group includes farmers, a bank representative, a contractor and a school board member. All living in the small communities that make up the Alden-Conger district.

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")

The South Central Consortium recently went through our five-year Program Approval process. The Ag program is MDE approved.

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")

Courses offered at South Central College meets MN State board policy and Higher Learning Commission requirements. SCC is accredited by the Higher Learning Commission.

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")

Whenever possible, students are encouraged to shadow a variety of Ag related businesses. We have speakers come into the classroom to share their industry with us. Safety is a top priority in each class and is clearly defined in every course syllabus.

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")

Students have the opportunity to find ag related work through the Ag Coop Work experience course. This gets students out into the community exploring this field. Students are also asked to research different companies, local and regional, for a more rich experience. There are limited opportunities in our small communities.

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")

This is achieved through our local Advisory, the Perkins Advisory (the teacher is a member) and through regional CLNA conversations.

*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.

Health Science Technology ▼

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

Biotechnology Research and Development ▼

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.

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD**. Amplifund will not allow us to submit the application unless there is POS section is completed.

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.

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD**. Amplifund will not allow us to submit the application unless there is POS section is completed.

### 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):

|                                       |  |  |  |
|---------------------------------------|--|--|--|
| <b>Academic Award</b>                 |  |  |  |
| <b>Work-based Learning</b>            |  |  |  |
| <b>Licensure</b>                      |  |  |  |
| <b>Certification</b>                  |  |  |  |
| <b>Industry-Recognized Credential</b> |  |  |  |

Other Assessments (only if not previously listed):

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD.** Amplifund will not allow us to submit the application unless there is POS section is completed.

**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")

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD.** Amplifund will not allow us to submit the application unless there is POS section is completed.

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")

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD.** Amplifund will not allow us to submit the application unless there is POS section is completed.

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")

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD**. Amplifund will not allow us to submit the application unless there is POS section is completed.

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")

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD**. Amplifund will not allow us to submit the application unless there is POS section is completed.

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")

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD**. Amplifund will not allow us to submit the application unless there is POS section is completed.

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")

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD**. Amplifund will not allow us to submit the application unless there is POS section is completed.

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")

South Central consortium **DOES NOT HAVE A 7TH PROGRAM OF STUDY TO ADD**. Amplifund will not allow us to submit the application unless there is POS section is completed.

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

## Additional Documentation

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

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

Statement of Assurances 2020-21

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet - Copy

Consortium Consolidated Equipment Inventory

FY19\_CP-SCSC-and-SCC-Combined-Equipment-Inventories\_5-8-19rm (1)

Additional Material

St. Peter Youth School to Career 2020

Additional Material

CLNA Questions - color

Additional Material:

South Central POS

Additional Material:

South Central application notes

Additional Material:

South Central Application Checklist FY21-22

Additional Material:

Additional Material

Additional Material:

Additional Material:

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

# Budget

## Proposed Budget

|  | Grant Funded        | Total Budgeted      |
|--|---------------------|---------------------|
| A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)                              |                     |                     |
| b. Secondary Non-Personnel   | \$5,000.00          | \$5,000.00          |
| f. Postsecondary Non-Personnel   | \$2,000.00          | \$2,000.00          |
| <b>Subtotal</b>  | <b>\$7,000.00</b>   | <b>\$7,000.00</b>   |
| B) Narrative 2: Programs of Study  |                     |                     |
| b. Secondary Non-Personnel   | \$28,000.00         | \$28,000.00         |
| b. Secondary Non-Personnel   | \$32,000.00         | \$32,000.00         |
| e. Postsecondary Personnel (Salary and Benefits)   | \$34,663.00         | \$34,663.00         |
| f. Postsecondary Non-Personnel   | \$13,500.00         | \$13,500.00         |
| <b>Subtotal</b>  | <b>\$108,163.00</b> | <b>\$108,163.00</b> |
| C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies |                     |                     |
| b. Secondary Non-Personnel   | \$2,500.00          | \$2,500.00          |
| f. Postsecondary Non-Personnel   | \$1,500.00          | \$1,500.00          |
| <b>Subtotal</b>  | <b>\$4,000.00</b>   | <b>\$4,000.00</b>   |
| D) Narrative 4: Integrated Academic and Technical Skills                                 |                     |                     |
| b. Secondary Non-Personnel   | \$7,500.00          | \$7,500.00          |
| f. Postsecondary Non-Personnel   | \$6,500.00          | \$6,500.00          |
| <b>Subtotal</b>  | <b>\$14,000.00</b>  | <b>\$14,000.00</b>  |
| E) Narrative 5: Special Populations  |                     |                     |
| a. Secondary Personnel (Salary and Benefits)   | \$7,275.18          | \$7,275.18          |
| b. Secondary Non-Personnel   | \$9,905.77          | \$9,905.77          |
| f. Postsecondary Non-Personnel   | \$6,000.00          | \$6,000.00          |
| <b>Subtotal</b>  | <b>\$23,180.95</b>  | <b>\$23,180.95</b>  |
| F) Narrative 6: Work-based Learning  |                     |                     |
| a. Secondary Personnel (Salary and Benefits)   | \$27,175.00         | \$27,175.00         |
| b. Secondary Non-Personnel   | \$12,875.00         | \$12,875.00         |
| f. Postsecondary Non-Personnel   | \$4,650.00          | \$4,650.00          |
| <b>Subtotal</b>  | <b>\$44,700.00</b>  | <b>\$44,700.00</b>  |
| G) Narrative 7: Early College  |                     |                     |
| b. Secondary Non-Personnel   | \$14,000.00         | \$14,000.00         |



|  | Grant Funded        | Total Budgeted      |
|--|---------------------|---------------------|
| f. Postsecondary Non-Personnel                   | \$6,500.00          | \$6,500.00          |
| <b>Subtotal</b>                                  | <b>\$20,500.00</b>  | <b>\$20,500.00</b>  |
| H) Narrative 8: Support to Professionals         |                     |                     |
| b. Secondary Non-Personnel                       | \$10,000.00         | \$10,000.00         |
| f. Postsecondary Non-Personnel                   | \$8,500.00          | \$8,500.00          |
| <b>Subtotal</b>                                  | <b>\$18,500.00</b>  | <b>\$18,500.00</b>  |
| I) Narrative 9: Performance Gaps                 |                     |                     |
| b. Secondary Non-Personnel                       | \$10,000.00         | \$10,000.00         |
| f. Postsecondary Non-Personnel                   | \$6,000.00          | \$6,000.00          |
| <b>Subtotal</b>                                  | <b>\$16,000.00</b>  | <b>\$16,000.00</b>  |
| J) Narrative 10: Consortium Governance           |                     |                     |
| a. Secondary Personnel (Salary and Benefits)     | \$66,880.00         | \$66,880.00         |
| b. Secondary Non-Personnel                       | \$8,600.00          | \$8,600.00          |
| b. Secondary Non-Personnel                       | \$10,000.00         | \$10,000.00         |
| d. Secondary Admin (5% max) UFARS 895            | \$13,393.52         | \$13,393.52         |
| e. Postsecondary Personnel (Salary and Benefits) | \$62,347.00         | \$62,347.00         |
| e. Postsecondary Personnel (Salary and Benefits) | \$23,096.39         | \$23,096.39         |
| h. Postsecondary Admin (5% max)                  | \$10,315.25         | \$10,315.25         |
| <b>Subtotal</b>                                  | <b>\$194,632.16</b> | <b>\$194,632.16</b> |
| K) Narrative 11: Reserve Funds                   |                     |                     |
| b. Secondary Non-Personnel                       | \$55,319.63         | \$55,319.63         |
| d. Secondary Admin (5% max) UFARS 895            | \$2,765.98          | \$2,765.98          |
| f. Postsecondary Non-Personnel                   | \$55,319.63         | \$55,319.63         |
| h. Postsecondary Admin (5% max)                  | \$1,820.33          | \$1,820.33          |
| <b>Subtotal</b>                                  | <b>\$115,225.57</b> | <b>\$115,225.57</b> |
| Total Proposed Cost                              | \$565,901.68        | \$565,901.68        |

## Proposed Budget Narrative

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

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

**h. Secondary Non-Personnel**

**M. Secondary Non-Personnel**

Funding spent in this area will cover the costs of performing a local and regional CLNA.

**f. Postsecondary Non-Personnel**

Funding spent in this area will cover the costs of performing a local and regional CLNA.

**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)

**b. Secondary Non-Personnel**

In partnership with South Central College, Perkins Secondary will support the coordination efforts of Career Navigator.

**b. Secondary Non-Personnel**

Activities and events covered in this budget item include: MCIS, Naviance, Career Expo, CRAVE, Career Navigator, Construction Boot Camp, Scrubs Camp, Summer Work to School program, Construct Tomorrow, Tour of Manufacturing, and any new career exploration activities that are incorporated. Work needs to be done to develop career exploration in the middle grades.

**f. Postsecondary Non-Personnel**

Career Navigator planning and faculty supplies; Career exploration camps; Counselor Career Day planning;

**e. Postsecondary Personnel (Salary and Benefits)**

Career Navigator Assistant

**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)

**b. Secondary Non-Personnel**

Most of the work done with partnering workforce agencies are done in partnership without a cost associated. However, we are budgeting some dollars here to further create shared programming.

**f. Postsecondary Non-Personnel**

Workforce agency partnership initiatives.

**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)

**b. Secondary Non-Personnel**

On a regional basis, more work needs to be done to bring additional technical skill assessments and industry recognized credentials to Districts which also means additional professional development.

**f. Postsecondary Non-Personnel**

Integration of technical and academic skills into postsecondary CTE program; explore and incorporate industry-recognized credentials into CTE programming.

**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)

**a. Secondary Personnel (Salary and Benefits)**

Special Education Director, Erin Toninato

**b. Secondary Non-Personnel**

STEM Equity classroom presentations, Work Skills Competition, support to ESL students attending career exploration events, work with Alternative Learning Centers.

**f. Postsecondary Non-Personnel**

Provide professional development, training, and education for instructors, counselors, advisors, and staff in support of special populations; Collaborations with regional Alternative Learning Centers; Support for ELL and special education students to participate in CTE exploration events.

**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)

**a. Secondary Personnel (Salary and Benefits)**

Workforce Development Coordinator to work with three districts: St. Peter, LSH, and TCU.

**b. Secondary Non-Personnel**

Develop a system to help Districts streamline work based learning. Support regional work based learning initiatives

**f. Postsecondary Non-Personnel**

Explore and support postsecondary CTE work-based learning opportunities.

## 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)

### b. Secondary Non-Personnel

Support PSEO, concurrent enrollment, articulated college credit to further provide post secondary opportunities to all districts.

### f. Postsecondary Non-Personnel

Support PSEO, concurrent enrollment, and articulated college credit.

## 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)

### b. Secondary Non-Personnel

Professional development for CTE teachers, counselors, local partners.

### f. Postsecondary Non-Personnel

Provide professional development for CTE instructors, staff, and supporters; establish training opportunities for secondary partners and industry partners.

## 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)

### b. Secondary Non-Personnel

Curriculum development to address performance gaps.

### f. Postsecondary Non-Personnel

Support non-traditional CTE career fields to increase enrollment; curriculum development and ongoing activities of career exploration to address performance gaps.

## 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)

**a. Secondary Personnel (Salary and Benefits)**

Career & College Readiness Coordinator

**b. Secondary Non-Personnel**

CCR Professional Development & Admin

**b. Secondary Non-Personnel**

Communities of Practice

**e. Postsecondary Personnel (Salary and Benefits)**

Director of Secondary Relations

**e. Postsecondary Personnel (Salary and Benefits)**

Secondary Relations/Perkins Grant Administrative Assistant

**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)

**b. Secondary Non-Personnel**

Reserve Funds to be used to further explore and develop a way of sharing resources in rural districts. These resources could be teachers (classes), equipment, space, class seats.