MINNESOTA STATE
Career and Technical Education

FY21-22 South Metro Consortium

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

Submitted by Nandi Rieck

Submitted on 06/22/2020 1:57 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 Consorrtium Coordinators. Contact yingfah.thao@minnstate.edu

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name
FY21-22 South Metro Consortium

Total Amount of Award Requested
$518,613.88

Primary Contact Information

Name
Nandi Rieck

Email Address
nandi.rieck@district196.org

Address
3455 153rd Street W
Rosemount, MN 55068

Phone Number
651-423-7719

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.

Rosemount-Apple Valley-Eagan Schools (ISD 196)

Lakeville Public Schools (ISD 194)

Bursville Schools (ISD 191)

Inver Hills Community College

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

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

The South Metro Leadership team completed a comprehensive local needs assessment (CLNA) using student enrollment and indicator data, information regarding each program and stakeholder feedback. Strengths identified include:

- the range and variety of programs of study and CTE courses offered throughout the consortium
- emphasis on courses aligned with early college credit and technical skills assessment
- participation rates in CTE courses

Identified needs and areas to support in this application include addressing Math standards, increasing equity and access, and continuing to improve CTE courses through the POS frameworks.

No secondary or post-secondary funds are allocated in this narrative area.

Upload your completed CLNA Framework
South Metro Perkins Consortia CLNA - FINAL 5.1.20

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

Narrative 2: Programs of Study

Programs of Study Narrative

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

The CLNA process was used to evaluate the size, scope and quality of each POS and to determine alignment with the frameworks. We have identified 14 Programs of Study at the Career Cluster level covering all 6 Career Fields (see detailed information in CLNA). Our work will focus on current POS and addressing identified needs and gaps in these programs. **$33,000 of secondary funds have been allocated to support instructional materials and equipment of the POS identified in the CLNA; specific items have not been determined at this time (Section 135: 3, 5D).**

During the CLNA process we determined a need to gather additional student information regarding our courses and POS. Feedback from students in District 191 indicates that the implementation of the Career Pathways model has both increased their awareness of course offerings and their understanding of career options; we will be gathering student data from 194 and 196 an looking for ways to disaggregate it by group.   The South Metro leadership team will engage in professional development regarding Career Pathways and the impact on student achievement.

IHCC and DCTC will continue to explore how to add concurrent enrollment opportunities to the existing pathways and how to address student interest in pathways that can't be supportive through credit-based programming.

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.

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving.

The South Metro Consortium leadership team members are active participants in the Dakota-Scott Youth Council and engage in activities through chambers and higher education that provide continuous access and information about current and future workforce needs. Additionally, the DEED Labor Market Specialist has been helpful in gathering requested data. Of interest is the development of data presentation focused on the opportunities in identified high demand areas that is user friendly to the students and their parents. This will aid in providing guidance to secondary CTE courses as well as continuing their programs of study into post-secondary training.

Advisory committees provide CTE staff with robust feedback from industry partners regarding workforce trends, curriculum and instruction and ways to support students interested in pursuing a career in their field of expertise. Additionally, secondary districts have a strong relationship with Dakota County Vocational Rehabilitation and work together to support learners with disabilities as they age out of secondary education. We are meeting as a large group twice a year to share information about our programs, problem solve around the referral process, and plan for the needs in our community. **$13,000 of secondary funds are allocated to pay for subs, stipends, and related statutory benefits for secondary staff to participate in advisory and Voc Rehab meetings. (Section 135: 2B, 2C, 5B, 5H).**

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.

Although as a consortium, we exceed the state average in Reading and Math, we believe that our student achievement in both areas should be higher. We plan to focus our efforts in Math for FY21 and FY22 and reading for FY23 and FY24. Our plan includes targeting courses that primarily serve students in grades 9-11. We will utilize a math coach to support training in math standards, culturally proficient teaching strategies in math, and alignment to CTE curriculum. **$21,500 of secondary funds are allocated to pay for subs, stipends and related statutory benefits for CTE staff to participate in math training (Section 135: 2A, 4A).** We will also be looking for opportunities for CTE and Math teachers to collaborate.

The South Metro Consortium currently offers 13 Technical Skills Assessments in 7 Career Pathways. TSA's along with feedback from our advisory committees is used to modify and update our CTE curriculum. **$41,350 of secondary funds have been allocated to administer the following TSA's (Section 135: 3, 4F).**

- Hospitality (ServSafe)
- Construction (OSHA 10)
- Transportation (ASE Youth)
- Health & Human Services (EMR, EMT, Nursing Assistant, National Health Science Exam)
- Animal Science (NOCTI/Animal Science)
- Information Technology (CompTIA+, CCENT/Net +, Precision/ IT Exploration, Precision/Web Design)

IHCC focuses funding on tutoring for the career area studies. Reports show that nursing majors were the most likely to use Perkins tutoring services, likely due to faculty encouragement and requirements. The number of Criminal Justice, EMS, and Paralegal majors who used Perkins tutoring services was low but steady in fall and spring semesters. Course success was higher for students using Perkins tutoring services than for those not using these services. The difference in success was larger in general education subjects than in major subjects. (1354B)

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 CTE students will gain exposure and experience with high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency and/or non-traditional fields by targeting those occupations through industry tours, guest speakers, project based learning, skill development for certification, and post secondary enrollment (articulation or concurrent). Expenses for these activities are further discussed and budgeted under Narrative #4 (TSA), #6 (WBL) and #7 (Early College Credit). Additionally, the leadership team will engage in professional development regarding Career Pathways and the impact on student achievement. The Burnsville School District currently uses a comprehensive Career Pathways model that aligns courses with career pathways; initial feedback on the 191 pathways model has shown positive results for student engagement across all levels of students. Completing the NAPE Equity Self-Assessment will be the first step in our process and will provide information and guidance to the leadership into analyzing our data and implementing culturally responsive strategies to support diverse CTE learners. This information will be used to determine professional development needs and support for CTE teachers.

The consortium will specifically create measures of support for special populations by engaging in professional development for all CTE staff in the areas of English learners, special education, and equity. This professional development will be targeted in our highest needs for growth (specific to our consortium).   **$22,500 in secondary funds are budgeted for subs, stipends and related statutory benefits for staff to engage in professional development and a stipend for a professional (or professionals) to develop the teacher training specific to our needs (Section 135: #2E).** As with all professional development, staff input afterwards will be collected to identify success of event and future needs. Disaggregated data on special populations will also be examined in comparison to total CTE population to identify any potential discrimination on the basis of status as members of special populations.

We recognize that to impact underrepresented student enrollment in CTE programs, the South Metro Consortium leadership team and our teachers need equity-related professional development. Several districts are working district-wide on strategies and tools from Culturally Proficient Schools. Through our math, EL and special education training, we will ensure that training includes an equity lense.

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

The member districts of the South Metro Consortium have a rich history of providing students with work-based opportunities through Career and Technical Student Organizations (CTSO). Six CTSO's are represented in 5 programs of study: DECA, BPA, FCCLA, ProStart, HOSA and FFA. Students from each district work with industry professionals to hone their skills in preparation of local and state competitions. Historically, member districts have teams that compete at the national level each year. **$34,000 of secondary funds have been allocated for subs, stipends and related statutory benefits, staff registrations, staff travel expenses and student transportation for CTSO's. (Section 135: 1E, 2C, 5O)**

As described in Narrative #3, students have numerous opportunities to learn about industries, jobs within those industries, salary scales and educational requirements through field trips. Each CTE teacher provides at least one industry visit to students. Throughout the consortium, as many as 7,800 students are afforded relevant learning via field trips each year. Often, these same industry leaders provide real-life learning activities for classroom use and/or visit the classroom as a guest lecturer. **$32,500 of secondary funds have been allocated for subs and related statutory benefits, student transportation for field trips; Onsite events may include expenses such as room rental costs or food. (Section 135: 1E)**

In addition to work based learning opportunities within CTE courses, District 191, 194 and 196 offer capstone courses in which students have the opportunity for authentic work experiences such as building sheds and tiny houses for the community, creating materials for sports teams, and running school stores. Work Experience Handicap, Work Experience Disadvantage and Mentor programs are also offered which provide on the job training, mentorships, volunteer opportunities and competitive employment experiences.

IHCC has a staff member whose position has a significant focus on connecting students with work-based learning opportunities. (Section 135: #1, #2 and and #3)

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.

Preparing students for college and career must include various opportunities to earn early postsecondary placement, credit and/or industry certifications and credentials.

Articulation is offered by all member districts via courses in Business & Marketing, Health Care, and Trades & Industry. We partner with other Perkins consortia in the North Metro and southern part of the state to hire a consultant to support the development of articulation agreements and we utilize CTECreditMN to warehouse the agreements.   Although we don't have concrete data on the number of awarded credits students are using at the postsecondary level, we hope to find ways to track this data and assign a value to these certificates.

Students are also earning early college credit through concurrent enrollment partnerships with postsecondary partners including DCTC and IHCC. South Metro Consortium students have the opportunity to earn concurrent credit through 8 pathways currently (Nursing Assistant, Construction, Automotive, Manufacturing, Culinary, Education, Information Technology, Emergency Medical Technician) and we are looking to add in the area of Welding. The ability to earn transcripted college credit in high school not only saves students money but propels them along their chosen pathway. Concurrent enrollment is a preferred option for high school students, but secondary schools often struggle with the cost and instructor credentialing.

$38,000 of secondary funds have been allocated for costs associated with offering articulated and concurrent college credit including subs, stipends and related statutory benefits for staff to participate in dual credit meetings, website and consultant fees and post-secondary concurrent enrollment fees. (Section 135: 3, 5C)

The South Metro Consortium currently offers 13 Technical Skills Assessments in 7 Career Pathways (see Narrative #4). These industry recognized certifications are used to enhance postsecondary and entry level job opportunities. Successful completion of technical skills assessments/certifications are often recognized by post-secondary programs and students are awarded credits for prior learning. Funds to support this activity are included in Narrative #4.

- Hospitality (ServSafe)
- Construction (OSHA 10)
- Transportation (ASE Youth)
- Health & Human Services (EMR, EMT, Nursing Assistant, National Health Science Exam)
- Animal Science (NOCTI/Animal Science)
- Information Technology (CompTIA+, CCENT/Net +, Precision/ IT Exploration, Precision/Web Design)

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 South Metro Consortium does an excellent job of bringing CTE teachers together for the Back to School KickOff hosted at IHCC. These meetings have the following components: an overview of Perkins guidelines and annual plan, data review, industry skill information, opportunities to share curricula and instructional strategies, partnership with postsecondary instructors, and feedback loops. We also utilize guest speakers to present on topics aligned with our annual goals such as Dakota County economic development and workforce needs, advisory committees and POS.

Our CTE teachers are encouraged and supported to become members of their industry professional organization and to attend workshops, webinars, and conferences sponsored by the CTE professional organization. The CTE Works! Summit is a priority and this opportunity is made available to all CTE teachers; many of our instructors have presented at CTE Works. **$45,500 of secondary funds have been allocated for subs, stipends, and related statutory benefits, staff registration and travel expenses for participation in a professional development activity specifically related to CTE (Section 135: #2C, 2E, 2F).**

As discussed previously, professional development will also be available to staff in the areas of Math (Narrative #4), English Learners, special education and equity (Narrative #5) and through CTSO's (Narrative #6).

The South Metro Consortium leadership team will be completing the NAPE Equity Assessment to help evaluate and guide support for diverse learners and will engage in professional development regarding Career Pathways and the impact on student achievement. As part of the NAPE Equity Assessment, we will be looking at our instutional practices and efforts for recruiting staff of color.

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.

The South Metro Consortium plans to address performance gaps in student participation and achievement through the identified activities of professional development in Math (Narrative #4), English Learner/Special Education/Equity (Narrative #5), Career Pathway models (Narrative #10) and the completion of the NAPE Equity Assessment (Narrative #10) in FY 21 and FY22. Data collection that allows consortia to disaggregate and cross-categorize based on gender, race, and special programs will be critical in determining progress and next steps. **No secondary funds are allocated in this narrative area.**

IHCC will use funds for Institutional Research to develop reports in areas that use Perkins dollars. Reports that have been developed include those that reflect data on tutoring services and concurrent enrollment. (Section 135: 6)

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

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

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

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

The South Metro consortium leadership team meets on a monthly basis. Meetings are hosted at different locations around the districts and IHCC; this helps with an understanding of space, assets and abilities to serve the students in each area. It also fosters good working relationships which has brought the group to a high level of efficiency allowing for ideas to move forward. Monthly meetings incorporate professional development related to Perkins guidelines and regulations; state leadership webinars, powerpoints and documents are used as part of this training. Shared documents, phone calls and emails between meetings supports communication regarding Perkins goals and activities. A consortium procedures manual is being developed.

Professional development by the leadership team is critical to the success of our students, staff, programs of study and overall governance and will include:

- MACTA/ACTE membership and conferences
- Trainings offered by MDE and Minnesota State
- National Policy Seminar
- NAPE Equity Assessment
- Career Pathways training

$27,000 of secondary funds have been allocated to support the Consortium Lead position and math/perkins plan implementation support (Section 135: 6). $4,000 of secondary funds have been allocated to support the professional development of the consortium leadership team members through MACTA (Section 135: 6).

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

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

(1) in—

    (A) rural areas;

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

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

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

 (2) in order to—

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

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

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

District 196 offered Certified Nursing Assistant (NA) for the first time in 2019-2020 to 10 students /1 section. 80 registration requests were received for NA in 20-21. As we enter into Year 2 of the development of this program, we are planning to expand our capacity to 5 sections next school year which will allow us to serve 50 students. Full capacity is projected to be 90 students served each year. **Secondary Perkins funds will be used to pay concurrent enrollment fees (approximately $15,000; Section 135: 5C), TSA costs (approximately $11,250; Section 135: 5F) and purchase additional instructional materials (approximately $1,067.27; Section 135: 5D)** for the continued development and expansion of the program.

- Concurrent enrollment fees support the college duties including student enrollment, maintaining academic documentation, faculty mentor activities/requirements, programming and support staff and activities that support NACEP accreditation standards.

IHCC will use reserve funds to develop and provide professional development opportunities for the high school instructors who teach concurrent enrollment courses in the healthcare fields (CNA/EMT) including a community of practice and a practice "emergency day" on the IHCC campus in Spring 2021. (Section 135: 2A,B,F).

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

Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1000.00
Postsecondary Subtotal	1000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	3800.00
Secondary Subtotal	3800.00
TOTAL	4800.00

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

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Mary Jo Gardner	Director, K12 Partnerships	Postsecondary		30.89	30000
Nandi Rieck	South Metro Consortium Coordinator	Secondary	352589	.094	17000.00
Anissa Parsons	South Metro Consortium TOSA	Secondary	338869	.125	10000.00
Allison Chuick	K12 Coordinator	Postsecondary		57.58	20000
Shannon Williams	Workbased Learning	Postsecondary		22.01	20000
Patti Abbas	Tutoring	Postsecondary		61.71	18000
TBA	Outreach and Recruitment	Postsecondary		100	10000
TBA	Disability Services	Postsecondary		100	10000
TBA	Institutional Research	Postsecondary		100	5000

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
S Metro Consortium Coordinator Job Description UPDATED 4.28.20

Position Description
S Metro Consortium TOSA Job Description UPDATED 4.28.20

Position Description
Dir K12 Partnerships

Position Description
K12 Academic Coordinator MnSCU AP 1 06-18-2019

Position Description
CBL Coordinator PD

Position Description

PAbbasAbdelkarim PD

Position Description

Career and Technical Education (CTE) Enrollment Graduate Assistant (8.20.19)

Position Description

GRADUATE INTERN JOB DESCRIPTION

Position Description

Jessica Eul PD

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.

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.

019901 - School of Environmental Sciences (HOST: participants are from all 5 District 196 High Schools)

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.

DCTC: Veterinary Technician AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	Precision Exams: Animal Science 1		
Work-based Learning	Career exploration/field trips/ job shadow/guest speakers	live animal care within the classroom/ support from MN Zoo staff	FFA: community garden, competitions
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS		
Work-based Learning	Veterinary Technology Internship	Veterinary Technician Capstone	
Licensure			
Certification			
Industry-Recognized Credential	VTNE (Veterinary Technician National Exam)		

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")

Curriculum and classroom activities in this pathway have been developed from the University of MN (CIS course), technical skills assessments, MN Core Competencies documents, and feedback from industry partners. Classroom equipment has been audited using AZA standards by th MN Zoo.

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")

Stakeholers include students, parents, local businesses and industry partners like local vets, local non-profit organizations and the MN Zoo.

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 Metro Consortium completed the program approval process in November, 2019.

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

Component is present?

◉ Yes
◯ No

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

Program is listed in the official Program Inventory which indicates it's approval by Minn State.

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")

Through the curriculum review and advisory process, stakeholders provide feedback on instructional materials and equipment. Additionally, the MN Zoo completed an audit of the 196 facilities and equipment. They made recommendations to update some of the life spaces for our animals and procedures for collecting data on food and water intake, animal activity and informal observations.

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

Component is present?

◉ Yes
◯ No

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

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving. Students have the opportunity to participate in FFA.

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")

A comprehensive local needs assessment (CLNA) was completed in 2019-2020 using student enrollment and indicator data, information regarding each program and stakeholder feedback. Labor market information was used from DEED, Wanted Analytics and Indeed. Programs of study were evaluated using the POS frameworks. Stakeholder information was gathered via survey, focus groups and advisory committees. The CLNA will be used by the South Metro Leadership team to guide annual goals and activities and shared as part of the feedback process each year.

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

State-recognized Program of Study 2

POS 2

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

| Business, Management, & Administration | ▼ |

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

| Travel and Tourism | ▼ |

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.

This POS includes the Travel and Tourism & Restaurant and Food/Beverage Services Career Pathways

140710, 090301 & 090101- Burnsville High School

040800 & 090101 - Lakeville North High School, Lakeville South High School

090101 - Apple Valley High School

090301 & 090101- Eagan High School

090101 - Eastview High School

090101 - Rosemount High School

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.

Normandale: Hospitality Management, AAS

Kirkwood: Hospitality Management, AAS; Culinary Arts, AAS; Baking & Pastry Arts, Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	career exploration/field trips	job shadow/guest speakers	ProStart
Licensure			
Certification	ServSafe		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS	Diploma	
Work-based Learning	Hospitality Management Internship	Senior Hospitality Internship	
Licensure			
Certification	National Career Readiness Certificate	National Restaurant Association's Food Protection Management Certificate	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

Curriculum and classroom activities in this pathway have been developed from early collge credits, technical skills assessments, MN Core Competencies documents, and feedback from industry partners.

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")

Stakeholers include students, parents, local businesses and industry partners like local restaurants, hotels, Hospitality MN and Prostart.

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 Metro Consortium completed the program approval process in November, 2019.

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

Component is present?

◉ Yes
○ No

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

Program is listed in the official Program Inventory which indicates it's approval by Minn State.

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")

ServSafe certifications are used in programs to ensure student safety. Through the curriculum review and advisory process, stakeholders provide feedback on instructional materials and equipment. Modifications are made as needed.

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

Component is present?

◉ Yes
○ No

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

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving. Students have the opportunity to participate in ProStart.

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")

A comprehensive local needs assessment (CLNA) was completed in 2019-2020 using student enrollment and indicator data, information regarding each program and stakeholder feedback. Labor market information was used from DEED, Wanted Analytics and Indeed. Programs of study were evaluated using the POS frameworks. Stakeholder information was gathered via survey, focus groups and advisory committees. The CLNA will be used by the South Metro Leadership team to guide annual goals and activities and shared as part of the feedback process each year.

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.

Arts, Communications, & Information Systems ▾

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

Programming and Software 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.

This POS includes the Programming and Software Development and Network Systems Career Pathways

140710- Burnsville High School, Lakeville North High School, Lakeville South High School, Eagan High School, Eastview High School

140710 & 171500 - Apple Valley High School, Rosemount High School

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.

IHCC: Computer Programming AAS

IHCC: Information Technology Support AAS

IHCC: Network Technology and Security AAS

IHCC: Computer Science AAS

DCTC: Software Development AAS, Diploma and Certificate

DCTC: Information Systems Management AAS and Diploma

DCTC: Networking Administration AAS, Diploma and Certificate

DCTC: Info Systems Management AAS and Diploma

DCTC: Web Design 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):

TSA	Precision/IT Exploration	Precision/Web Design	
Work-based Learning	career exploration	field trips/guest speakers	DECA/BPA competition
Licensure			
Certification	COMPTIA+ Hardware	COMPTIA+ Software	CCENT/Net+
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS	Certificate	Diploma
Work-based Learning	Internships	Capstone Projects	
Licensure			
Certification	COMPTIA+ Hardware	COMPTIA+ Software	CISCO
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

◉ Yes
○ No

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

Curriculum and classroom activities in this pathway have been developed from early college credits, technical skills assessments, MN Core Competencies documents, and feedback from industry partners.

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")

Stakeholers include students, parents, local businesses and industry partners like Palo Alto and the Minnesota State IT Center of Excellence.

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 Metro Consortium completed the program approval process in November, 2019.

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")

The programs are listed in the official Program Inventory which indicates their approval by Minn State.

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")

Through the curriculum review and advisory process, stakeholders provide feedback on instructional materials and equipment. Modifications are made as needed. Early College credit agreements and technical skills assessment require students to work in the most up to date version of software which often requires frequent replacement and/or upgrades to computers.

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

Component is present?

◉ Yes
○ No

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

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving. Students have the opportunity to participate in DECA and BPA.

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")

A comprehensive local needs assessment (CLNA) was completed in 2019-2020 using student enrollment and indicator data, information regarding each program and stakeholder feedback. Labor market information was used from DEED, Wanted Analytics and Indeed. Programs of study were evaluated using the POS frameworks. Stakeholder information was gathered via survey, focus groups and advisory committees. The CLNA will be used by the South Metro Leadership team to guide annual goals and activities and shared as part of the feedback process each year.

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

State-recognized Program of Study 4

POS 4

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

Health Science Technology ▾

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

Therapeutic Services ▾

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

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

List high school(s) and program code here.

070300 - Lakeville North High School, Lakeville South High School

070300 & 070907 - Rosemount High School (HOST: participants are from all 5 District 196 High Schools)

** Burnsville High School - Program Approval needs to be resubmitted

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.

DCTC: Medical Coding Specialist AAS Degree and Diploma

IHCC/DCTC: Home Health Aide / Nursing Assistant Certificate

IHCC/DCTC: Medical Assistant AAS and Diploma

DCTC: Licensed Practical Nurse, AAS/BS in Nursing

IHCC: Nursing AS

IHCC/DCTC: Exercise & Sport Science AAS Degree and Transfer Pathway

IHCC Biology Transfer Pathway Degree AS

DCTC: Dental Assistant 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):

TSA	Precision/Health Science		
Work-based Learning	career exploration/ field trips/ job shadow/ guest speakers	clinical experience	HOSA competitions
Licensure			
Certification			
Industry-Recognized Credential	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):

Academic Award	AAS	Diploma	Certificate
Work-based Learning	Clinical hours	Fieldwork	Internships
Licensure			
Certification	Personal Trainer		
Industry-Recognized Credential	Certified Nursing Assistant		

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")

Curriculum and classroom activities in this pathway have been developed from early college credit agreements, technical skills assessments, MN Core Competencies documents, and feedback from industry partners.

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")

Stakeholers include students, parents, local businesses and industry partners like local health care offices, Mayo clinic, Gillette, Fairview Riverside, and Augustana Regents care facilities.

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 Metro Consortium completed the program approval process in November, 2019.

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")

The programs are listed in the official Program Inventory which indicates their approval by Minn State.

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")

Through the curriculum review and advisory process, stakeholders provide feedback on instructional materials and equipment. Modifications are made as needed. Early College credit agreements and technical skills assessment require students to experience up-to-date health care practices and tools.

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

Component is present?

⦿ Yes
◯ No

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

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving. Students have the opportunity to participate in HOSA.

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")

A comprehensive local needs assessment (CLNA) was completed in 2019-2020 using student enrollment and indicator data, information regarding each program and stakeholder feedback. Labor market information was used from DEED, Wanted Analytics and Indeed. Programs of study were evaluated using the POS frameworks. Stakeholder information was gathered via survey, focus groups and advisory committees. The CLNA will be used by the South Metro Leadership team to guide annual goals and activities and shared as part of the feedback process each year.

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

State-recognized Program of Study 5

POS 5

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

| Human Services ▼ |

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

| Law, Public Safety, Corrections, and Security ▼ |

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

| Emergency and Fire Management Services ▼ |

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

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

List high school(s) and program code here.

This POS includes the Emergency and Fire Management Services & Law Enforcement Career Pathways

070907 - Rosemount High School (HOST: participants are from all 5 District 196 High Schools)

** Burnsville High School needs to resubmit their program approval

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.

IHCC: Traditional Track Paramedic AS Degree, Accelerated Path Paramedic AS Degree, Paramedic Diploma, Advanced Emergency Medical Technician Certificate, Community Paramedic Certificate, Emergency Medical Technician Certificate

IHCC: Advanced Emergency Medical Technical Certificate

IHCC: Criminal Justice Transfer Pathway Degree, Law Enforcement Transfer Pathway Degree, Law Enforcement Certificate, Corrections 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):

TSA			
Work-based Learning	career exploration	field trips/job shadow/guest speakers	clinical/ride along hours
Licensure			
Certification	EMR First Responder		
Industry-Recognized Credential	National Registry of EMT (NREMT)		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS	Diploma	Certificates
Work-based Learning	clinical/ride along hours	Patient Care Experiences	Internships
Licensure			
Certification	EMR First Responder	Corrections Cerftificate	Law Enforcement Certificate
Industry-Recognized Credential	National Registry of EMT (NREMT)		

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")

Curriculum and classroom activities in this pathway have been developed from early college credit agreements, technical skills assessments, MN Core Competencies documents, and feedback from industry partners.

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")

Stakeholers include students, parents, local businesses and industry partners like various ambulance services, fire departments and law enforcement agencies.

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 Metro Consortium completed the program approval process in November, 2019.

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")

The programs are listed in the official Program Inventory which indicates their approval by Minn State.

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")

Through the curriculum review and advisory process, stakeholders provide feedback on instructional materials and equipment; Additionally, feedback is gathered from students who complete ride along hours with local ambulance services. Early College credit agreements and technical skills assessment require students to experience up-to-date health care practices and tools.

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

Component is present?

◉ Yes

◯ No

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

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving.

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")

A comprehensive local needs assessment (CLNA) was completed in 2019-2020 using student enrollment and indicator data, information regarding each program and stakeholder feedback. Labor market information was used from DEED, Wanted Analytics and Indeed. Programs of study were evaluated using the POS frameworks. Stakeholder information was gathered via survey, focus groups and advisory committees. The CLNA will be used by the South Metro Leadership team to guide annual goals and activities and shared as part of the feedback process each year.

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

State-recognized Program of Study 6

POS 6

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

| Engineering, Manufacturing, & Technology | ▾ |

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

| Facility and Mobile Equipment Maintenance | ▾ |

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

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

List high school(s) and program code here.

170302 - Burnsville High School, Rosemount High School (HOST: participants are from all 5 District 196 High Schools)

170303 - Lakeville North High School, Lakeville South High School

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.

DCTC: Automotive Vehicle Maintenance Certificate; Automotive Maintenance & Light Repair, Automotive Electronics & HVAC, Automotive Engine Performance, Automotive Powertrain – Diploma

DCTC: Automotive Technician AAS, GM ASEP AAS

DCTC: Auto Body Collision Technology AAS, Diplomas and Certificate

DCTC/Metro State: Individualized Studies BA with Transportation Management BA and Certificate

DCTC Heavy Construction Equipment Technology AAS, Diploma and Certificate

Dunwoody: Automotive Collision Repair & Refinishing, Automotive Service Technology, Audi / Honda / MOPAR/ Subaru / Toyota Automotive Career Training

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	ASE Youth Exams		
Work-based Learning	career exploration/field trips/job shadow/guest speakers	internships	Ford and SKills USA Competitions
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS	Diploma	Certificates
Work-based Learning	Internships	Fieldwork	
Licensure			
Certification	ASE Certifications	ASEP certification	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

Curriculum and classroom activities in this pathway have been developed from early college credit agreements, technical skills assessments, MN Core Competencies documents, and feedback from industry partners.

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")

Stakeholers include students, parents, local businesses and industry partners like Walser, Apple Auto, Luther, Superior Auto, Ford Asset, DCTC Automotive Program, ans ASE Education Foundation.

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 Metro Consortium completed the program approval process in November, 2019.

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")

The DCTC programs are listed in the official Program Inventory which indicates their approval by Minn State.

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")

Through the curriculum review and advisory process, stakeholders provide feedback on instructional materials and equipment.   Early College credit agreements and technical skills assessment require students to have access to industry standard materials, equipment and facilities.

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

Component is present?

◉ Yes
◯ No

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

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses

offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving.

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")

A comprehensive local needs assessment (CLNA) was completed in 2019-2020 using student enrollment and indicator data, information regarding each program and stakeholder feedback. Labor market information was used from DEED, Wanted Analytics and Indeed. Programs of study were evaluated using the POS frameworks. Stakeholder information was gathered via survey, focus groups and advisory committees. The CLNA will be used by the South Metro Leadership team to guide annual goals and activities and shared as part of the feedback process each year.

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.

| Engineering, Manufacturing, & Technology ▾ |

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

| Design/Pre-Construction ▾ |

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

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

List high school(s) and program code here.

This POS includes the Design/PreConstruction and Construction Career Pathways

171000, 171016 - Burnsville High School

171300, 171016, 171500 - Lakeville North High School, Lakeville South High School

171000 - Eagan High School

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.

IHCC: Engineering Fundamentals AS

DCTC: Architectural Drafting Certificate

DCTC: Architectural Technology AAS

DCTC: Construction Management AS and AAS

DCTC: Electrical Construction and Maintenance AAS and Diploma

DCTC: Electrical Lineworker AAS and Diploma

DCTC: HVAC & Refrigeration Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	career exploration	field trips/job shadow/guest speakers	build shed/tiny house for clients
Licensure			
Certification	OSHA 10		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AA/AAS	Certificate	Diploma
Work-based Learning	Internships		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

Curriculum and classroom activities in this pathway have been developed from early college credit agreements, technical skills assessments, MN Core Competencies documents, and feedback from industry partners.

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")

Stakeholers include students, parents, local businesses and industry partners like Bonfe, McGough Construction, and various building & trades organizations like Construct Tomorrow and Construction Careers Coalition.

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 Metro Consortium completed the program approval process in November, 2019.

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")

The programs are listed in the official Program Inventory which indicates their approval by Minn State.

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")

Through the curriculum review and advisory process, stakeholders provide feedback on instructional materials and equipment. Early College credit agreements and technical skills assessment require students to have access to industry standard mateirals and equipment.

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

Component is present?

◉ Yes
○ No

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

Career exploration is embedded throughout each POS and to varying degrees in each CTE course. All CTE courses offer experiences such as exploring jobs and careers, visiting businesses and postsecondary programs, job shadows and guest speakers. Advanced courses also include mentorship, internships, and capstone projects. Additionally, all CTE courses include instruction to strengthen core work skills including teamwork, organizational skills, communication and problem solving.

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")

A comprehensive local needs assessment (CLNA) was completed in 2019-2020 using student enrollment and indicator data, information regarding each program and stakeholder feedback. Labor market information was used from DEED, Wanted Analytics and Indeed. Programs of study were evaluated using the POS frameworks. Stakeholder information was gathered via survey, focus groups and advisory committees. The CLNA will be used by the South Metro Leadership team to guide annual goals and activities and shared as part of the feedback process each year.

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-Form ALL Signed 4.28.20

Secondary Supplemental Budget:
South Metro Secondary-Supplemental-Budget-Amplifund-Worksheet 4.27.20

Consortium Consolidated Equipment Inventory
South Metro Perkins Consortium Equipment Inventory UPDATED 4.28.20

Additional Material
South Metro Application Checklist FY21-22

Additional Material
South Metro POS

Additional Material:
South Metro

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

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

Budget

Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
Postsecondary Non-Personnel	$10,500.00	$10,500.00
Postsecondary Personnel	$10,000.00	$10,000.00
Secondary Equipment	$3,500.00	$3,500.00
Secondary Non-Personnel	$29,500.00	$29,500.00
Subtotal	**$53,500.00**	**$53,500.00**
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Secondary Non-Personnel	$13,000.00	$13,000.00
Subtotal	**$13,000.00**	**$13,000.00**
D) Narrative 4: Integrated Academic and Technical Skills		
Career Program Tutor	$18,000.00	$18,000.00
Secondary Non-Personnel	$62,850.00	$62,850.00
TSA	$2,000.00	$2,000.00
Subtotal	**$82,850.00**	**$82,850.00**
E) Narrative 5: Special Populations		
Disability Services	$10,000.00	$10,000.00
Secondary Non-Personnel	$22,500.00	$22,500.00
Subtotal	**$32,500.00**	**$32,500.00**
F) Narrative 6: Work-based Learning		
Experiental learning	$20,000.00	$20,000.00
Secondary Non-Personnel	$66,500.00	$66,500.00
Subtotal	**$86,500.00**	**$86,500.00**
G) Narrative 7: Early College		
Post Secondary Non-Personnel	$2,000.00	$2,000.00
Postsecondary Personnel (Salary and Benefits)	$50,000.00	$50,000.00
Secondary Non-Personnel	$38,000.00	$38,000.00
Subtotal	**$90,000.00**	**$90,000.00**
H) Narrative 8: Support to Professionals		
Professional Development and Job Related Travel	$17,282.88	$17,282.88
Secondary Non-Personnel	$45,500.00	$45,500.00

	Grant Funded	Total Budgeted
Subtotal	**$62,782.88**	**$62,782.88**
I) Narrative 9: Performance Gaps		
Institutional Research	$5,000.00	$5,000.00
Subtotal	**$5,000.00**	**$5,000.00**
J) Narrative 10: Consortium Governance		
Secondary Admin (5% max) UFARS 895	$6,846.73	$6,846.73
Secondary Non-Personnel	$4,000.00	$4,000.00
Secondary Personnel (Salary and Benefits)	$27,000.27	$27,000.27
Subtotal	**$37,847.00**	**$37,847.00**
K) Narrative 11: Reserve Funds		
Secondary Non-Personnel	$27,317.27	$27,317.27
Subtotal	**$27,317.27**	**$27,317.27**
Total Proposed Cost	$491,297.15	$491,297.15

Proposed Budget Narrative

B) Narrative 2: Programs of Study

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

Postsecondary Personnel

Recruitment focused on bringing in students into the career programs.

Postsecondary Non-Personnel

Perkins consortium annual kick off Busses to bring HS students to IHCC

Secondary Non-Personnel

$33,000 of secondary funds have been allocated to support instructional materials and equipment of the POS identified in the CLNA; specific items have not been determined at this time (Section 135: 5D).

Secondary Equipment

$33,000 of secondary funds have been allocated to support instructional materials and equipment of the POS identified in the CLNA; specific items have not been determined at this time (Section 135: 5D).

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

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

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

Secondary Non-Personnel

$13,000 of secondary funds are allocated to pay for subs, stipends, and related statutory benefits for secondary staff to participate in advisory and Voc Rehab meetings. (Section 135: 2B, 2C, 5B).

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)

Career Program Tutor

Tutoring focused on career program students.

TSA

TSA

Secondary Non-Personnel

$21,500 of secondary funds is allocated to pay for subs, stipends and related statutory benefits for CTE staff to participate in math training (Section 135: 2A, 4A). $41,350 of secondary funds have been allocated to administer the following TSA's (Section 135: 4F).

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)

Disability Services

Disability services focused on career program students.

Secondary Non-Personnel

Subs & stipends assoicated with professional development (supporting EL/special ed & equity)

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)

Experiental learning

Experiential learning for career program students

Secondary Non-Personnel

Subs, stipends registration & travel expenses, transportation costs associated with CTSO's and field trips

G) Narrative 7: Early College

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

Secondary Non-Personnel

consultant & website fees for artciulation and concurrent enrollment fees

Postsecondary Personnel (Salary and Benefits)

Coordination of Concurrent Enrollment, contract classes and articulated credits.

Post Secondary Non-Personnel

Concurrent Enrollment Professional Development Day

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)

Professional Development and Job Related Travel

CTE Works MN Travel (in state/Perkins) Professional Development related travel Mileage

Secondary Non-Personnel

Professional membership and workshop costs, participation in artic/concurrent enrollment, all other PD

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)

Institutional Research

Data retrieval and report development for Perkins and high school programming.

J) Narrative 10: Consortium Governance

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

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

Secondary Personnel (Salary and Benefits)

Salary and benefits for consortium leadership FTE and plan support and math PD FTE

Secondary Non-Personnel

professional development for leadership team

Secondary Admin (5% max) UFARS 895

Indirect Cost

K) Narrative 11: Reserve Funds

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

Secondary Non-Personnel

Nursing assistant concurrent enrollment costs, TSA fees and instructional supplies