



FY 21-22 Dakota County Consortium

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

Submitted by Eric Van Brocklin

Submitted on 07/08/2020 10:28 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Yingfah Thao

Public Link

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

Is Published

Yes

Submission Information

Submission Window

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

Submission Timeline Additional Information

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

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

FY 21-22 Dakota County Consortium

Total Amount of Award Requested

\$435,740.36

Primary Contact Information

Name

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Address

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Phone Number

651-423-8259

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.

Dakota County Technical College

Hastings Public Schools

Inver Grove Heights Schools

South St. Paul Public Schools

West St. Paul-Mendota Heights-Eagan Area Schools

Randolph Public Schools

Farmington Public Schools

BlueSky Online School

Intermediate School District 917

Northfield Public Schools

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 information gathered while working on the CLNA will help the consortium focus on high need areas including CTE teacher recruitment and training, increased opportunities for concurrent enrollment and CTE participation by students and, how to best modernize our secondary programs to meet current industry standards.

Funds will be used in the following manner in conjunction with Section 135:

1-A, B, C, D: MCIS, Naviance, Virtual Job Shadow, Career Fairs, Field Trips/Tours

2-A, B, C, G, H-TCI Solutions, CTE Works MN, National ACTE Best Practices, ACTE WBL Conference, ACTE Vision Conference, other state and local workshops/conferences associated with individual CTE content areas. Focus options for those working with special populations.

5-A, B, C, D, G, M, O, S-Purchase of equipment necessary for programs to be current industry-ready, Mechatronics/Robotics equipment, virtual reality devices for curriculum enhancement, CTSO participation by member schools at the state and national level(DECA, FCCLA), Early/Middle College and Cocurrent enrollment development with local colleges.

Upload your completed CLNA Framework

Dakota County Perkins-V-CLNA FY21-22

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 included a review of labor market data as well as conversations with many partners. Areas of in demand and livable wage jobs include welding, coding, healthcare, business and auto/transportation careers. Support classes include the general education courses to fulfill graduation requirements.

The consortium plans to continue its work on developing a consortium wide CTE programs guide that outlines all possible programs of study and the pathways that may be created through completion. Work will also focus on the development of labor market information geared towards helping students and parents understand the opportunities and benefits of career programs including demand, cost of post-secondary training and wage and salary data.

In support of the POSs, funds will be used to support new or interested staff members who want to pursue licensure or certification to teach a CTE program both for high school and concurrent enrollment credit. There will be a continuation of exploring options of how to qualify high school teachers for the concurrent enrollment course. The consortium will be working closely with Dakota County Technical College and Inver Hills CC on concurrent enrollment options.

Section 135:

5-A, B, C, D-Purchase of Mechatronics equipment, welding equipment, Teacher training/workshops for new or current staff wanting certification, sub pay for staff to attend trainings, purchase of new curriculum/distance learning materials for CTE POS, WBL options for staff as part of local CareerForce centers, Career Fair costs for staff or students to attend

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

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

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide:

- Career exploration and career development coursework, activities or services
- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment
- An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

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

The consortium will continue working with the DEED Labor Market Specialist to ensure that we are receiving up to date workforce data. The consortium will also continue to be represented at the monthly meetings of the Dakota-Scott Youth Council by the Secondary Consortium Coordinator and the Post-Secondary Consortium Coordinator to ensure they are hearing current events, needs and work on developing opportunities for the youth to engage in the workplace. The secondary and postsecondary participation on the Workforce Board's Youth Council uses in-kind funding.

The consortium recognizes the need for career information (demand, wages, and outlook) to be developed in a user-friendly format that would be of interest to both students and parents and plans to explore ways to create them. They will work with the Strategic Marketing & Communications Department at DCTC to explore how to move forward with this project. Funding for this project is anticipated to be in-kind.

Section 135:

1-C, D, E: Career Fair for students/staff, marketing materials for DCTC and consortium (electronic/physical), MCIS, Naviance, Virtual Job Shadow.

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.

Student vocabulary and reading skills are a struggle with some CTE students. This affects being able to read manuals, directions, etc. as well as their work in core content areas. Additionally, the students who are receiving Special Education services and are participating in a variety of CTE programs could use additional support. Options to assist the students include summer program options that address credit recovery and career focus class, increased focus on distance learning content and technology access all while keeping the on-site hands on classrooms.

The tutors at DCTC provide integration of academic and technical skills by helping students better understand how math and writing apply to the related concepts. For example, the allied health and biology tutor integrates academics with technical skills providing the foundation for health science technology/health informatics. The general tutor works with underserved students such as those with accessibility needs to understand both general education and technical skills in areas such as accounting, visual arts, and early childhood teaching. In addition to the staff tutors, the peer tutors serve their fellow students in any/all technical programs providing the foundation needed to be successful in their program of study. DCTC will work with IR to assess the progress on these issues. 135-2-E

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.

In our CLNA process, it was identified that gaps for access to CTE courses include transportation, K12 school requirements, pertinent and assessable labor market information and individual mentors. Another priority that surfaced was the need to find flexibility in high school scheduling that would allow students to access the CTE courses both high school and concurrent enrollment. The consortium leaders intend to stay engaged with the Dakota Scott Youth Council, as there are representatives from a variety of agencies, many of which serve special populations. This engagement will assist the leaders in an understanding of “on the ground” current information as it affects their clients.

In the meantime, continued efforts to expand concurrent enrollment programming for high school students will include the ongoing outreach by DCTC to collaborate with high schools to provide concurrent enrollment courses in the CTE area. Also, a focus on the development and distribution of relatable labor market information to perspective high school students and their parents to increase their knowledge of career pathways and opportunities to meet their specific needs educationally. Consortium leaders will reach out to the Dakota Scott Youth Council to discuss possible avenues to distribute meaningful labor market information to the high school students.

Within each of our consortium high schools we will provide the option of WBL programs, mentor/mentee programs, or access to ISD 917 CTE programs for all students. Within ISD 917 we offer specific courses such as Career Explorations and Food Industry Careers that focus on students receiving special education the opportunity to explore career interests and build employability skills.

All other secondary programs provide the option for students of all skill sets to be a part of the courses. Members have started new Business courses, Medical Careers, Transportation, Mechatronics, and Coding programs that provide a vast array of options for students.

DCTC has plans in place to work with the Career Force Centers to provide programming to displaced workers through admissions, advising, and career services. The Accessibility Services Coordinator actively reaches out to those with accessibility needs and provides equipment and resources to help students be successful. The coordinator works collaboratively with TRIO/Student Support Services advisors to provide service and input into programming.

Sect. 135:

2-E, G, H-Staff training opportunities for MS, HS, and College staff through MDE, MNState, workshops, and Accessibility Services at DCTC, participation in CTE Works, ACTE workshops, MDE trainings associated with special pops, continued support for member schools offering courses for SPED students and underrepresented groups

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.

As part of our consortium all member schools have access to work-based learning either within their own districts or through Intermediate School District 917. As part of this process we have worked with MN DEED, Dakota/Scott County CareerForce Centers, DCTC/IHCC, and through our annual Career/College Fair to offer students multiple options for work-based learning opportunities. We are making the opportunity to partake in the Lakes Country cohort to attain certification for WBL available to our member schools. The consortium will support any teacher and school who would like to participate by supporting professional development options and any consortium activities that will help build the portfolio for these staff members. Financial support may be used to provide substitute teachers, professional development options, or time spent in curriculum development for new programs.

The consortium will also support our member districts who are working on establishing programs that would encompass a work-based learning theme. The tri-district schools of Henry Sibley, Simley, and S. St. Paul are working on the continued establishment of a Nursing/Health Careers, Transportation, and Business Pathways for all students. These fields would continue to lead towards components of WBL for internships, job shadowing, or gainful employment in a WBL field. The consortium will continue to support member schools who take site visits, field trips, or tours of local industry or training centers that could support student opportunities within the WBL continuum of services.

Our consortium will also support any staff member who would like to attend professional development activities such as CTE Works, ACTE WBL Conference, ACTE Vision, ACTE Best Practices, or any state level trainings that will support WBL staff to enhance or develop programs.

Sect. 135:

1-A, B, F-Support for staff working towards WBL certificate through cohort, use of MCIS, Naviance, or Virtual JobShadow to explore career areas, field trips/tours for students/staff to explore WBL options, PD for MS, HS, and college staff to attend a variety of activities to enhance WBL knowledge

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.

At the secondary level we will continue to have all options available to our students. DCTC and ISD 917 have an Early/Middle College Partnership for all students. Students from all our consortium secondary programs have the opportunity to partake in PSEO programs through DCTC and IHCC, as well as other higher education institutes. We continue to offer articulated college credit options for students, although these are grossly underutilized by students.

A major goal of our plan is to create a greater opportunity for concurrent enrollment options between our consortium members and DCTC/IHCC. This will be a goal that will involve multiple members of all consortium membership schools and colleges. This will also include partnering with MDE and MNState to develop innovative plans to make this a reality for the future.

Continued efforts to expand concurrent enrollment programming for high school students will include the ongoing outreach by DCTC to collaborate with high schools to provide concurrent enrollment courses in the CTE areas. Focused attention has been in the high demand areas of welding, automotive and medical terminology. Also, a focus on the development and distribution of relatable labor market information to perspective high school students and their parents to increase their knowledge of career pathways and opportunities to meet their specific needs educationally. Consortium leaders will reach out to the Dakota/Scott Youth Council to discuss possible avenues to distribute meaningful LMI to the high school students.

Sect. 135:

5-C, G, I, N, P, R, S: sub costs for HS staff to participate in training/workshops to develop concurrent enrollment options, post-secondary staff time to coordinate with HS staff on programs, trainings/support for staff working on concurrent instructor training, work with industry partners or CareerForce Centers on program 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 K12 schools have staff that are interested in pursuing CTE certification and teaching the concurrent enrollment program. DCTC and IHCC are committed to expanding their concurrent enrollment programs to the high schools. The difficulties come in with the number of teachers retiring, the lack of teacher training programs for CTE programming and the post-secondary requirements to credential the high school teachers for concurrent enrollment courses.

The consortium is interested in working with the system office to:

- identify opportunities to include the existing talents of high school teachers in CTE credentialing
- an expansion of funds (i.e. 18 online) for high school teacher training for concurrent enrollment teaching
- a review of the post-secondary credentialing system for CTE teachers and,
- working with the 4 year programs to create coursework to train additional CTE teachers.
- work with local HR depts to include recruitment of diverse staff as needed to fill open positions

In the meantime, the consortium will support and promote any staff member wanting to take part in the Lakes Country Cohort program for CTE licensure and DCTC/IHCC will continue their outreach to the high schools to develop pathways for the students.

DCTC's academic programs are primarily technical education. The college's focus on equity & inclusion includes efforts with HR on expanding recruitment and outreach efforts for open positions that focus on protected class groups. Postings are often sent to CBOs to expand outreach.

Section 135:

2-C, F, G, H: PD for staff through TCI Solutions, MDE or MNState trainings related to students with disabilities, ELL, or underrepresented groups, virtual or in-person workshops for staff offered within the region addressing inequities for underrepresented students, participation in trainings through ISD 917 specialized services staff to support students with disabilities, participation in Dakota Scott Youth Council representing disadvantaged youth through career fairs and workshop days

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.

As part of the consortium leadership team we will continue to exam student performance as it relates to individual schools and the consortium as a whole. This process takes place during our monthly leadership team meetings and throughout the year when we participate in professional development. We rely on our member schools to exam their own data related to the current programs of study they offer to see if or when gaps exist for students. One area we have expressed concern in for student performance is the area of post-secondary employment opportunities for students with disabilities who are within our school programs.

Our leadership team has made an effort to be inclusive of all students in our programs from the standpoint of looking at how we can offer regular instruction, hands-on activities, projects, off-campus options, WBL options, virtual options, and tours/visits to local partners to provide options for all students. In working with the CareerForce Centers, we have made an effort to find ways to get all students engaged in activities that will promote growth. As a whole, our consortium does not have major gaps in performance or opportunities for all types of students. The reason for disparities and performance gaps is due to the higher level of students receiving special education services within our CTE programs.

If we continue to see a lack of progress, we will make continued efforts to provide professional development to staff, explore how our programs could evolve in instructional design, and continue to include local community resource groups who could help guide us in our efforts. Funds may be needed for professional development, off-site activities, curriculum work with school staff, and continued professional development activities with DCTC and IHCC.

Section 135:

5-H, N, O: Work done within monthly leadership team meetings in conjunction with DEED, CareerForce Centers, local legislature, and Dakota/Scott Youth Council to address CTSO participation, student enrollment options, and possible curriculum to address academic gaps.

6-Work with Dakota/Scott Youth Council which includes county Social Workers, Probation Officers, HIRED, Tree Trust, CareerForce staff, and local union groups to provide access and input for students and families who have experienced disparities in work, school, employability skills, or homelessness. Funds will support staff to gain substitutes to participate and any trainings to support these actions.

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 Dakota County Consortium consists of 9 School Districts(Hastings, Randolph, Simley, S. St. Paul, West St. Paul, Farmington, Northfield, BlueSky Online, ISD 917) and Dakota County Technical College. We operate on a consortium wide leadership team format that meets on a monthly basis in a face-to-face format. As part of this team we also include other key administrators, Superintendents, County Organizations, and business partners when they are able to attend. These participants do not have a voting aspect to the team, but they provide input on best practices, school options, state agency opportunities, and industry perspective to support CTE programs. By assembling this team on a monthly basis we are able to address all the required aspects of a consortium governance model.

Through this leadership team we will continue to explore all possible options for ways to increase student involvement through all our programs by seeking input from a wide range of participants in our meetings. We invite and include representation from MN DEED specialists each year so we can monitor our Programs of Study to meet the industry and state needs in key areas. We have the opportunity to present our plans to all Superintendents within our leadership team school districts to help in the development of size, scope, and quality for all member students.

The consortium will be using funds to provide ongoing professional development to promote any new or innovative programs that require teacher training or support. We will use funds to support any new teachers who need to work towards CTE certification through involvement in professional development, conferences, or training sessions that may require time out of the classroom or minor travel.

Sect. 135:

5-B, C, G, H, R-use of consortium coordinator for design and implementation of local plan, time for teaching, support, administration, and local partners to participate in monthly leadership meetings, time for staff development to explore and review POS as they relate to school districts and college programs at DCTC

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.

Our consortium contains at least 2 school districts that would be considered rural: Randolph and Northfield. We will provide budgeted dollars to help support them in advancing CTE programs that require travel to areas that will provide students with career awareness activities. We will continue to support our ISD 917 programs that have a large number of students identified with IEP's to help support staff in gaining professional development in how to best provide equitable programs to these students. Finally, we will continue to support our member schools in the development of new and innovative programs such as Mechatronics/Robotics that will lead to skills needed occupations related to transportation careers, medical careers, and the retail logistics areas.

Members of the consortium Leadership team, that would include district Superintendents, Principals, Counselors, Teachers, and College staff, would design a professional development opportunity for collaboration in future planning of CTE programs. This would provide options for secondary and post-secondary staff to design pathways that better align with the future of CTE programming within all 9 high school members.

DCTC plans to provide a pilot summer scholars experience that will include high school credit recovery and college career exploration with 2 high schools. The majority of the funding is being provided by a grant. DCTC will use Perkins reserve dollars (135-2-E) to support costs to bus the high school students back and forth to the DCTC campus.

Sect. 135:

2-A, C, D, H, I-PD options for all levels of staff within school districts and DCTC, team work to determine future programming for pathways within the districts, collaborative work with local industry/CareerForce Centers to determine future employability needs in the area, providing training options offered by industry for new programs of study (Lab Midwest/Amatrol), any trainings needed for use of new equipment necessary for current trends in industry.

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	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1000
Postsecondary Subtotal	
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	3000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	1000
Secondary Subtotal	4000
TOTAL	

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
Eric Van Brocklin	Perkins Coordinator	Secondary	352693	20	35000
Mary Jo Gardner	Dir, K12 Partnerships	Postsecondary		52	30000
Allison Chuick	K12 Coordinator	Postsecondary			20000
Kate McMenemy	Tutor, Allied Health	Postsecondary		20	8000
Michelle Kleenerger	Tutor, Gen Underrep	Postsecondary		100	36000
Rebecca Egg	Tutor, Math	Postsecondary		100	24000
TBA	Tutor, Vet Tech	Postsecondary			5000
Justin Jones	Tutor, Writing	Postsecondary		100	51600

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

Dakota County Secondary Consortium Perkins Coordinator 20-21

Position Description

Dir K12 Partnerships

Position Description

K12 Academic Coordinator MnSCU AP 1 06-18-2019

Position Description

CLA PD Science

Position Description

CLA PD General-Accounting

Position Description

CLA PD Math

Position Description
Vet Tech CLA-1 PD

Position Description
CLA PD Writing

Position Description
Dakota

Position Description
Dakota POS review

Position Description
Dakota County Application Checklist FY21-22

Position Description

State-recognized Program of Study 1

POS 1

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.

Visual Arts ▼

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.

BlueSky Online-171502

Hastings-171502

Farmington-171502

Northfield-140710

Simley-171502

S. St. Paul-171502

Henry Sibley-140710

Randolph-090101

ISD 917-171502

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

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

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

Dakota County Technical College

AAS Graphic Design Technology

AAS Professional Photography

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	Skills USA	
Work-based Learning	Internship	Practicum	
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	DCTC AAS	IHCC AFA	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
 No

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

Each program abides by local and state requirements.

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.

Course Syllabi (Secondary) Course Outlines (Post-Secondary)

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

Component is present?

- Yes
 No

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

Each program has an advisory board that consists of staff, college reps, community/business reps, and other outside agencies.

Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary) Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

All schools have appropriately licensed staff.

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.

Minnesota Department of Education Table C (Secondary)

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")

Degree, diploma, or certificate options are available from a variety of post-secondary programs that are listed within the POS applications.

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.

Minnesota State Program Inventory (Post-Secondary)

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")

Each school and district provides each of these components within the scope and ability of the district to generate such materials financially possible. Each member has the opportunity to expand and request materials, equipment, and resources in conjunction with our local Perkins plan guidelines.

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.

Secondary Budget (Sec. Award by PoS and Sec. Award by Category) (Secondary) Advisory Committee Meeting Minutes (Post-Secondary)

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")

All members within the consortium that offer programs have the ability to incorporate these experiences through their own district programs or through access to ISD 917 programs. The consortium provides annual input from CareerForce Centers and MN DEED, as well as access to our annual Career and College Fair to inform faculty and students about work experience options available.

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")

Each consortium member district and staff used a variety of resources to establish POS plans. The members exam and review POS programs during the school year as part of the leadership team in order to check for proper alignment to state and local expectations.

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.

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Careerforce Centers / Secondary and Post-Secondary)

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.

Business Information Management ▼

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.

BlueSky Online-140710

Farmington-140710

Hastings-140710

Northfield-140710

S. St. Paul-140710

Henry Sibley-140710

Randolph-140710

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

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

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

Century College

Dakota County Technical College, AS Business Administration

Normandale CC

Riverland CC

South Central College

MN State Mankato

St. Cloud State U.

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	AP Exams		
Work-based Learning	Internship	Clinical	
Licensure			
Certification	CIS		
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	AS degree	Certificate	BS degree
Work-based Learning	Internship	Graduation Project	
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")

Local and state level guidelines are present in these programs.

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.

Course Syllabi (Secondary) Course Outlines (Post-Secondary)

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

Component is present?

- Yes
- No

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

Programs offer advisory groups and articulation input from outside members.

Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary) Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

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")

Programs have appropriately licensed teachers and many have articulation agreements.

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.

Minnesota Department of Education Table C (Secondary)

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")

Certificate, degree or diploma options are available from higher ed partners.

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.

Minnesota State Program Inventory (Post-Secondary)

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")

Each school uses appropriate materials to deliver classroom instruction.

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.

Secondary Budget (Sec. Award by PoS and Sec. Award by Category) (Secondary) Advisory Committee Meeting Minutes (Post-Secondary)

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")

Some programs that offer WBL would have this opportunity.

POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Secondary Experiential Learning Inventory (Secondary) Program Plan (Post-Secondary)

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")

All programs and schools were part of the CLNA process and provided input.

Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

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

State-recognized Program of Study 3

POS 3

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

Human Services

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

Education and Training

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

Teaching/Training

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

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

List high school(s) and program code here.

Farmington-090101

Hastings-090101

Northfield-090101

S. St. Paul-090101

Henry Sibley-090101

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

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

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

Dakota County Technical College

AS Early Childhood Education

AAS Early Childhood & Youth Development

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Clinical		
Licensure	Early Childhood and Youth Dev. Diploma		
Certification	National CDA Training Program Cert.		
Industry-Recognized Credential	National CDA Training Program Cert.		

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 degree		
Work-based Learning	Practicum		
Licensure			
Certification	Early Childhood and Youth Development Diploma		
Industry-Recognized Credential	National CDA Training Program Cert.		

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")

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.

Course Syllabi (Secondary) Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among

education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

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

Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary) Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

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

Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Minnesota Department of Education Table C (Secondary)

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")

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.

Minnesota State Program Inventory (Post-Secondary)

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")

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.

Secondary Budget (Sec. Award by PoS and Sec. Award by Category) (Secondary) Advisory Committee Meeting

Minutes (Post-Secondary)

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")

Some programs provide possible work experiences in childcare centers or through after-school or summer school.

POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Secondary Experiential Learning Inventory (Secondary) Program Plan (Post-Secondary)

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")

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.

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, CareerForce Centers / Secondary and Post-Secondary)

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

State-recognized Program of Study 4

POS 4

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

Engineering, Manufacturing, & Technology

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

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.

Farmington-019901

Hastings-170303

Simley-170303 one course

Henry Sibley-171710

Randolph-019901

ISD 917-170322 one course

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.

Dakota County Technical College

AAS, Diploma, Automotive Technician

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 Brakes	ASE Diesel Engines	
Work-based Learning	Internship	Clinical	

Licensure			
Certification			
Industry-Recognized Credential	National Institute for Automotive Service Excellence		

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	Internship		
Licensure			
Certification	National Institute for Automotive Service Excellence		
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")

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.

Course Syllabi (Secondary) Course Outlines (Post-Secondary)

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

Component is present?

- Yes
- No

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

Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary) Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
 No

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

Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Minnesota Department of Education Table C (Secondary)

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")

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.

Minnesota State Program Inventory (Post-Secondary)

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")

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.

Secondary Budget (Sec. Award by PoS and Sec. Award by Category) (Secondary) Advisory Committee Meeting Minutes (Post-Secondary)

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")

POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Secondary Experiential Learning Inventory (Secondary) Program Plan (Post-Secondary)

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")

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.

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, CareerForce Centers/ Secondary and Post-Secondary)

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

State-recognized Program of Study 5

POS 5

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

Business, Management, & Administration

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

Accounting

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

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

List high school(s) and program code here.

BlueSky Online-140710

Farmington-140100

Hastings140710

Northfield-140710

S. St. Paul-140710

Henry Sibley-140710

Randolph-140710

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

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

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

DCTC - Accountant - A.A.S.

IHCC - Accounting Transfer Pathway Degree - A.S

Century College

MN State CC and Tech-Fergus Falls

Riverland CC-Albert Lea

South Central College

St. Cloud Tech/CC

Bemidji State U.

College of St. Scholastica-St. Paul

Concordia Univ-St. Paul

Metropolitan State U.-St. Paul

St. Mary's Univ of MN-MPLS
 Southwest Minnesota State U.
 Univ. of MN, Twin Cities
 U. of St. Thomas
 Winona State U.

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		
Work-based Learning	Practicum	Clinical	
Licensure			
Certification	Microsoft Office Specialist	Microsoft Excel 2010	
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	DCTC AAS	IHCC AS	
Work-based Learning			

Licensure			
Certification	Microsoft Office Specialist	Microsoft Excel 2010	
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

DCTC - Accountant - A.A.S.

IHCC - Accounting Transfer Pathway Degree - A.S

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")

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.

Course Syllabi (Secondary) Course Outlines (Post-Secondary)

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

Component is present?

- Yes
 No

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

Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary) Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
 No

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

Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Minnesota Department of Education Table C (Secondary)

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")

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.

Minnesota State Program Inventory (Post-Secondary)

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")

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.

Secondary Budget (Sec. Award by PoS and Sec. Award by Category) (Secondary) Advisory Committee Meeting Minutes (Post-Secondary)

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")

POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Secondary Experiential Learning Inventory (Secondary) Program Plan (Post-Secondary)

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")

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.

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, CareerForce Centers / Secondary and Post-Secondary)

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.

Health Science Technology

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

Health Informatics

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

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

List high school(s) and program code here.

ISD 917-070300

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

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

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

Dakota County Technical College

AAS, Diploma, Medical Coding Specialist

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Clinical	Practicum	
Licensure	MN CNA		
Certification	Nursing Asst. -Home Health Aide	AMH CPR	AMH First Aid
Industry-Recognized Credential	Nursing Asst.-Home Health Aide	AMH CPR	AMH First Aid

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	Nurse Asst. Certificate	
Work-based Learning		Clinical	
Licensure			
Certification	Nursing Asst-Home Health Aide	AMH CPR	AMH First Aid
Industry-Recognized Credential	Nursing Asst.-Home Health Aide	AMH CPR	AMH CPR

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")

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.

Course Syllabi (Secondary) Course Outlines (Post-Secondary)

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

Component is present?

- Yes
- No

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

Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary) Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

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

Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Minnesota Department of Education Table C (Secondary)

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")

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.

Minnesota State Program Inventory (Post-Secondary)

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")

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.

Secondary Budget (Sec. Award by PoS and Sec. Award by Category) (Secondary) Advisory Committee Meeting Minutes (Post-Secondary)

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")

POS engages students in authentic work-based learning experiences that demonstrate progressive occupational

learning aligned to industry workforce needs.

Secondary Experiential Learning Inventory (Secondary) Program Plan (Post-Secondary)

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")

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.

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, CareerForce Centers/ Secondary and Post-Secondary)

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.

Arts, Communications, & Information Systems ▼

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

Web and Digital Communications ▼

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

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

List high school(s) and program code here.

BlueSky Online-140710

Farmington-140710

Northfield-140710

Simley-171502

S. St. Paul-140710

Henry Sibley-140710

Randolph-140710

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

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

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

Dakota County Technical College

AAS, Graphic Design Technology

Certificate, Web Design

Certificate, Web Programming

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	Practicum	Clinical	
Licensure			
Certification	CCENT	Cisco Cert. Entry Level Net Tech	CompTIA A+
Industry-Recognized Credential	CCENT	Cisco Cert. Entry Level Net Tech	CompTIA A+

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	
Work-based Learning			
Licensure			
Certification	CompTIA A+		
Industry-Recognized Credential	CompTIA A+		

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")

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.

Course Syllabi (Secondary) Course Outlines (Post-Secondary)

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among

education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

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

Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary) Advisory Committee Meeting Minutes (Secondary and Post-Secondary)

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

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

Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Minnesota Department of Education Table C (Secondary)

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")

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.

Minnesota State Program Inventory (Post-Secondary)

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")

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.

Secondary Budget (Sec. Award by PoS and Sec. Award by Category) (Secondary) Advisory Committee Meeting

Minutes (Post-Secondary)

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")

POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Secondary Experiential Learning Inventory (Secondary) Program Plan (Post-Secondary)

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")

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.

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, CareerForce Centers / Secondary and Post-Secondary)

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):

FY20 Statement of Assurances

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet 20-21 Dakota County

Consortium Consolidated Equipment Inventory

Perkins Equipment List-DCPC 2020

Additional Material

CLNA signature page

Additional Material

Dakota County Application Checklist FY21-22

Additional Material:

Dakota POS review

Additional Material:

Dakota

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
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
a. Secondary Personnel	\$4,000.00	\$4,000.00
b. Secondary Non-Personnel	\$83,417.16	\$83,417.16
Subtotal	\$87,417.16	\$87,417.16
B) Narrative 2: Programs of Study		
b. Secondary Non-Personnel	\$2,500.00	\$2,500.00
c. Secondary Equipment	\$40,000.00	\$40,000.00
Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Subtotal	\$45,500.00	\$45,500.00
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
b. Secondary Non-Personnel	\$3,000.00	\$3,000.00
Subtotal	\$3,000.00	\$3,000.00
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Personnel (Salary and Benefits)	\$88,600.00	\$88,600.00
b. Secondary Non-Personnel	\$8,000.00	\$8,000.00
Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Postsecondary Non-Personnel	\$3,500.00	\$3,500.00
Subtotal	\$103,100.00	\$103,100.00
E) Narrative 5: Special Populations		
b. Secondary Non-Personnel	\$3,000.00	\$3,000.00
Postsecondary Personnel (Salary and Benefits)	\$36,000.00	\$36,000.00
Subtotal	\$39,000.00	\$39,000.00
F) Narrative 6: Work-based Learning		
b. Secondary Non-Personnel	\$3,000.00	\$3,000.00
Subtotal	\$3,000.00	\$3,000.00
G) Narrative 7: Early College		
a. Secondary Personnel (Salary and Benefits)	\$2,500.00	\$2,500.00
Postsecondary Non-Personnel	\$2,000.00	\$2,000.00
Postsecondary Personnel (Salary and Benefits)	\$20,000.00	\$20,000.00
Subtotal	\$24,500.00	\$24,500.00

	Grant Funded	Total Budgeted
H) Narrative 8: Support to Professionals		
a. Secondary Personnel (Salary and Benefits)	\$4,000.00	\$4,000.00
b. Secondary Non-Personnel	\$3,500.00	\$3,500.00
Postsecondary Non-Personnel	\$8,430.72	\$8,430.72
Subtotal	\$15,930.72	\$15,930.72
I) Narrative 9: Performance Gaps		
a. Secondary Personnel (Salary and Benefits)	\$2,500.00	\$2,500.00
Subtotal	\$2,500.00	\$2,500.00
J) Narrative 10: Consortium Governance		
Eric Van Brocklin	\$35,000.00	\$35,000.00
Postsecondary Personnel (Salary and Benefits)	\$30,000.00	\$30,000.00
Subtotal	\$65,000.00	\$65,000.00
K) Narrative 11: Reserve Funds		
a. Secondary Personnel (Salary and Benefits)	\$3,000.00	\$3,000.00
b. Secondary Non-Personnel	\$5,396.24	\$5,396.24
c. Secondary Equipment	\$15,000.00	\$15,000.00
Postsecondary Non-Personnel	\$23,396.24	\$23,396.24
Subtotal	\$46,792.48	\$46,792.48
Total Proposed Cost	\$435,740.36	\$435,740.36

Proposed Budget Narrative

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

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

b. Secondary Non-Personnel

Funds for secondary schools within the consortium to conduct a variety of activities, training, professional development, partnerships, and program development for CTE programs both current and new. CTE Works, ACTE events, PD for individual staff, curriculum options for members.

a. Secondary Personnel

Costs for subs, mileage for leadership mtgs, workshops, career fairs

B) Narrative 2: Programs of Study

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

b. Secondary Non-Personnel

Support for staff to continue to build and adapt POS through professional development and support for new staff who are working towards CTE licensure.

c. Secondary Equipment

Equipment for current programs and those innovative new programs in order to provide up-to-date training skills for students and staff.

Postsecondary Non-Personnel

Buses to bring high school students to campus.

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

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

b. Secondary Non-Personnel

Resources and professional development to continue our partnerships with Dakota County CareerForce Centers and DEED opportunities for staff and students.

D) Narrative 4: Integrated Academic and Technical Skills

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

b. Secondary Non-Personnel

Support for schools within the consortium to purchase TSA exams, industry certification exams, or develop concurrent enrollment options with post-secondary partners.

Postsecondary Non-Personnel

TSA's

Postsecondary Personnel (Salary and Benefits)

Tutors to support students in career and technical programs.

Postsecondary Non-Personnel

Peer Tutoring Implementation

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)

b. Secondary Non-Personnel

Consortium will support field trips, site tours, speakers, or workshops for students and staff related to career readiness for all types of students and staff. Consortium will continue to support the annual Career and College Fair, which provides valuable input to all levels of students for career and post-secondary options. Vendors will continue to be from a wide-range of options that support all groups that would be deemed Special Populations.

Postsecondary Personnel (Salary and Benefits)

General Tutor for Underrepresented Students

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)

b. Secondary Non-Personnel

Support for current and future WBL staff to improve programs through curriculum, professional development, and interactions with business partners.

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)

a. Secondary Personnel (Salary and Benefits)

Staff at consortium secondary schools will be given the opportunity to participate in meetings, conferences, and curriculum development time to establish concurrent enrollment options with DCTC and IHCC.

Postsecondary Personnel (Salary and Benefits)

Director and Coordinator positions to support Perkins and CEP work

Postsecondary 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)

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

a. Secondary Personnel (Salary and Benefits)

Money to support new and returning staff who will be working towards CTE licensure/certification so they can attend workshops, conferences, and professional development to support the process of gaining certification. This will provide support for substitute teachers so staff can properly attend any necessary events.

b. Secondary Non-Personnel

Funds to support training and professional development for administrative staff in order to promote and enhance all areas of the consortium.

Postsecondary Non-Personnel

Professional development including CTE Works and travel costs

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)

a. Secondary Personnel (Salary and Benefits)

Programs and sites will be given time to review student achievement information by use of substitute staff. Upon review of performance information the consortium will support any new materials, professional development, or curriculum that would help to address these gaps in performance.

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)

Eric Van Brocklin

Perkins Consortium Coordinator

Postsecondary Personnel (Salary and Benefits)

Director and Coordinator positions to support Perkins and CEP work

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)

c. Secondary Equipment

Funds to support our rural member schools to improve programs to a level of current industry trends through the purchase of new equipment for state approved or innovative programs.

a. Secondary Personnel (Salary and Benefits)

Funds to support those member schools who need to provide professional development options for current staff or support staff wanting to pursue licensure/certification in a CTE program of study.

b. Secondary Non-Personnel

Funds to purchase TSA exams or provide industry recognized certification options for students in CTE Programs of Study. Option to provide PD for members on future program development, schedules, and concurrent enrollment options.

Postsecondary Non-Personnel

Funds will be used to support the Summer Scholars program bringing HS students to take classes on the DCTC campus.