



## **FY21 Northeast Metro Consortium**

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

**Submitted by Sarah Shanely**

**Submitted on 06/24/2020 2:19 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

#### Title

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

#### Description

APPLICATION OPENS MARCH 15, 2020.

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

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

#### Opportunity Manager

Yingfah Thao

#### Public Link

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

#### Is Published

Yes

### Submission Information

#### Submission Window

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

#### Submission Timeline Additional Information

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

### Technical Assistance Session

#### Technical Assistance Session

Yes

#### Session Date and Time

04/30/2020 8:00 AM

#### Conference Info / Registration Link

A link has been sent to all Perkins Consortium Coordinators. Contact [yingfah.thao@minnstate.edu](mailto:yingfah.thao@minnstate.edu)

### Eligibility Information

#### Eligibility Type

Public

#### Additional Eligibility Information

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

## Additional Information

Additional Information URL

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

Additional Information URL Description

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

## Project Information

### Application Information

Application Name

FY21 Northeast Metro Consortium

Total Amount of Award Requested

\$1,387,566.27

### Primary Contact Information

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## Project Description

### Consortium Membership List

#### Consortium Membership List

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

#### Century College

- AFSA
- Centennial School District
- Chisago Lakes Area School District
- Columbia Heights School District
- Forest Lake Area School District
- Fridley School District
- Irondale School District
- Mahtomedi School District
- Mounds View School District
- Intermediate District 916
- North Branch School District
- North St. Paul-Maplewood-Oakdale School District
- Roseville Area School District
- St. Anthony School District
- Spring Lake Park School District
- Stillwater Area School District
- White Bear Lake School District
- South Washington County School District

*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.

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

#### CLNA Results

The CLNA in the North East Metro Consortium was a comprehensive process that included a wide range of data and perspective gathering strategies. A brief summary of the findings is included below:

#### Element #1: Student Performance on Required Performance Indicators

Post-secondary performance indicators revealed that overall students of color continue to lag other student populations in both the transition from concentrators to completers and in completing.

At the secondary level, reading and math MCA scores for CTE students continues to be a challenge. Our graduation rates and post-secondary enrollment numbers are strong. Our nontraditional participation is growing but the number of nontraditional completers is not. Specifically, students who are black, Hispanic and English language learners, special education had lower success/completion level than their peers. Work based learning opportunities exist for special education students but are not widely available for all students across the consortia.

#### Element #2: Program Size, Scope, and Quality to meet the needs of all students

Across the consortia high schools, efforts are underway to move beyond teacher and student interest to align career and technical programs with labor market information. Many of the consortia secondary schools are engaged in conversations with local employers and industry to support shifts in the school career and technical program focus areas. Active advisory groups have strengthened and shown stronger partnerships in our local communities.

At the post-secondary level, the need to support a variety of rigor levels from front line worker to four-year degrees has sparked some new program development in automotive and manufacturing to include skills and knowledge needed for entry level workers.

**Completion** of CTE programs remains a primary core issue at the postsecondary level as it pertains to students identified as participants in CTE programs. Gaps exist in program completion funnel for students who move from participants to concentrators, to program completers across the three-year reporting cycle for Perkins student cohorts. This gap is particularly present when comparing completion rates between underrepresented students, special population students and with their peers. The completion gap exists across many CTE programs for special student populations.

According to three-year aggregated reporting (2017-2019) Health Sciences and Law and Public Safety programs have the largest numbers of Perkins completers, and Health Sciences (selective entrance requirements) completers do so at almost a two to one ratio when compared to Law and Public Safety programs. Aggregate numbers for completers in Agriculture, Education, and Marketing indicate these programs have the lowest number of completers.

#### Secondary Enrollment Snapshot

FCS programs of study have some of the highest enrollment numbers by all ethnic groups with the highest success rate by special population students

Construction classes show strong enrollment numbers by all ethnicity groups except non-trad (female)

Secondaries largest program by enrollment is Business/Marketing with over 5,305 students enrolled with 1,064 Hispanic and black students in comparison to 3,548 white students.

Transportation, Manufacturing, Engineering & Welding programs are growing to meet local employer needs but data show gaps in enrollment by Hispanic, black and special needs students.

#### Element #3: Progress towards Implementation of CTE Programs of Study

To be successful implementing programs of study the consortia identified a need for increased career exposure and exploration across secondary, post-secondary and adult populations, with a focus on traditionally underrepresented populations.

Included in the implementation of CTE programs of study the consortia found very low usage of 2-4-year academic plans by secondary students. Increasing the training related to and use of is one strategy designed to support student access to CTE POS. In addition, at the secondary, post-secondary and in adult populations the consortia identified significant gaps related to regional, multi agency career pathway mapping, the availability of work base learning, job shadowing and internships, all strategies designed to support new professionals with the development of the soft and work specific skills needed to succeed on the job.

Work across the broad assigned high school districts also revealed a wide range of POS alignment to industry and the ACTE quality rubric elements. Many of the POS related professional development strategies, both individual and small group center around building leader's competence designing labor market and post-secondary aligned programs of study.

#### Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

The consortia anticipate being able to address the diversity of the teachers/faculty delivering career and technical

education, if state level support can be provided to address licensure and higher education faculty credential requirements.

The consortia have identified recommendations that support the onboarding of CTE professionals directly from industry into high school classrooms. New teacher support is a cornerstone of consortia supports as are ongoing professional development and informal mentoring opportunities. Secondary CTE licensure via portfolio needs to remain as an option but the follow through at PELSB is a huge challenge. Secondary schools who have a CTE vacancy know it's very challenging to fill positions and having licensing options is crucial to keeping CTE alive in our state.

**Element #5: Progress towards equal access to CTE programs for all students**

Our consortia P-file data shows enrollment and course completion gaps for our special populations. In order to address the consortia wide gap with our special populations and close the opportunity gap is to work with our districts who have cultural liaisons to consult with CTE programs. Beginning in the 2020-2021 school year our consortium will identify current cultural liaisons representing the diversity of our consortium to provide feedback to our consortium as they observe student learning in CTE classes, opportunities for integration and equity, support breaking down barriers with CTE language, bias and messaging. Cultural liaisons will meet as a team to provide feedback as well as capture digital documentation 2-3 times. By spring of 2021, best practices will be recommended with a three-year commitment designed to close the CTE cap with programming for ALL students. As consultants to our consortium, schools who do not have a cultural liaison will be able to schedule time for a site visit and consultation.

At the post-secondary level, wholistic advising, increased exposure to career exploration in secondary school and increased classroom level student engagement for students of color will support increased access to career and technical majors at the college.

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

Upload your completed CLNA Framework

*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.

### 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*

**The corresponding programs of study narrative in the CLNA begins on page 16.**

The results of the CLNA informed the selection of the specific CTE programs where the NE Metro Consortia will focus efforts in the two-year plan. In some cases, efforts will focus on expanding the POS in consortia schools (Protective Services), in other areas, the focus will be on aligning high school POS efforts with post-secondary programs and industry requirements (ITT, Manufacturing, Computer Science).

The needs assessment supported consortia leaders in conducting a deeper investigation into the state of current industry aligned POS. NEM used the ACTE Quality Rubric to scan POS in participating high schools. The scan has helped the consortia anticipate focus for the next two years.

Use of the ACTE rubric revealed that secondary pathways often include a jumble of locally determined courses, depending not on industry and post-secondary alignment, but rather on individual teacher skills and interests. Many of the high schools have consistently added '*courses of interest*' with a reported mindset of 'broad exposure' to a variety of skills needed in a career field. The best example might be Information Technology / Computer Science pathways across secondary programs. The consortia found a wide variety of courses included in this pathway from photography and web design to advanced computer science courses. Often, the broad career field 'introductory courses' were missing, and the pathways lacked an industry aligned focus.

Supporting a cohesive sequence of courses as a component of using the ACTE high-quality framework will support students, including students who are members of special populations, ability to learn about their school's CTE course offerings and experience a sequence of courses from broad to more specific in a program of study.

The consortia has planned integrated strategies to include district level professional development, strategic planning and partnerships with area chamber of commerce – to support connections with businesses. Teacher professional development will support increased quality across consortia POS. Individual district meetings and support will enable consortia leadership to focus on building individual school POS from a strengths-based perspective. Century faculty add support to align content across secondary and post-secondary pathways.

At the secondary level, programs of study that will be a consortia focus, as discussed in the CLNA, in the 2020 – 2022 NE Metro Perkins plan are identified. Each program of study brings unique opportunities which may include addressing course sequencing, alignment to post-secondary programs, industry credentials, field trips and connections to industry. All POS that the district supports is in a document titled: NE Metro state recognized and developing 2020-2023

At the post-secondary level, the college will begin construction on a bio fabrication facility in FALL of 2020. The facility is designed to support integrated learning, specifically where manufacturing, computer science and medical overlap. Century has an established partnership with the University of Minnesota to support the development of two-year curriculum that articulates with their relate programs. Once the pathway is developed and the facility complete, the site will be used for college courses and high school teacher professional development. The consortia anticipates this new integrated facility and related degree options will provide opportunities to expand POS.

Findings from internal college data (program reviews, institutional data, and Perkins performance



indicators), indicate completion rates lag for underrepresented students. The CLNA includes information on the faculty and teacher professional development strategies that are designed to address the identified gaps.

The consortia will also explore the use of shared equipment and classroom sets of required course materials across the newly aligned pathways. This strategy increases access to programs and early credit opportunities across programs of study.

***The North East Metro consortium has 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.***

The consortia has opportunities to support increased scope and sequence and course organization aligned with industry and post-secondary pathways across consortia.

The consortia will also support a sequence of strategic and operational planning sessions designed to address consortia district Business coursework with ACTE aligned career pathway criteria.

The consortia engaged district leadership in small group professional development sessions and individual planning meetings. These professional development and individual consultation meetings form the backbone of consortia level POS implementation strategy.

The consortia will continue to hold teacher -faculty meetings to discuss course level alignment across all programs of study with current articulated credit relationships.

Across all high schools in the consortia, increased support for planning programs of study is needed. In our work force partnerships and adult basic education collaborations the consortia is missing critical current state information that will support building pathways with stackable credentials. In addition, increasing the use of both Technical Skills Assessment and Industry Credentials will support skills building and industry alignment of pathways.

Across the consortia high schools, efforts are underway to move beyond teacher and student interest to align career and technical programs with labor market information. Many of the consortia secondary schools are engaged in conversations with local employers and industry to support shifts in the school career and technical program focus areas. Active advisory groups have strengthened and shown stronger partnerships in our local communities.

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**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

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

**The corresponding CLNA section on equal access begins on page 51.**

### WIOA Narrative

January 2020-2023 Minnesota will continue to focus on industry sectors in; construction, health care, manufacturing, natural resources and professional and business services. These sectors have multiple occupations that allow individuals to continue to develop their skills while moving out of poverty into livable wage occupations.

The Office of Higher Education (OHE) Budget included \$1 million for FY20-21 to support local partnership programs at Minnesota State Colleges and Universities. These partnerships must be comprised of campuses and local businesses and may also include K12 school districts, trade associations, local chambers of commerce, and economic development authorities. Funds must be used to develop new and accelerate existing employer-led workforce exposure programs, technical education pathway programs, dual training programs, internships, youth skills training programs, and other industry recognized programs in high-growth, high-demand industries.

In collaboration with local workforce development boards and agencies, the NE Metro consortium has been actively engaged supporting cross agency career exploration and mapping opportunities aligned to industry requirements and post-secondary pathways. The consortia focus has been and will continue to be forming multi agency partnerships to map current opportunities, collaborate to address gaps and align career sector opportunities.

Working with Washington County WIOA, ABE Transition Region V providers and regional community-based agencies like Goodwill Easter Seals, HMONG American Partnership, Transcend IT and the Karen Organization of MN will ensure that the consortia is proactively engaged in efforts to;

- Ensure aligned educational efforts by building curricular partnerships at the planning level
- Aligning post-secondary systems (DARS/Credit for Prior Learning) to reduce barriers for incoming adult students
- Maximize the opportunities for awarding early credit for adult students
- Supporting the design of pathway specific student advising visuals
- Provide training and professional development for partner agency front line staff and leaders to ensure accurate information about post-secondary program access

In an effort to provide access to seamless career pathways, the consortia and ABE Transition Region V ABE partners built strong IT pathways in 2019-20, with multiple entry and exit points. In 2021-22 the consortia identified the need to address the high need in demand pathway of Health Care. The consortia region V will map the current pathway offerings across the region. This map will provide the consortia with the ability to determine gaps, strengths and overlaps. The mapping will also enable the consortia to proactively address gaps with partner agencies and align offerings to post secondary programs.

### **Via strong partnerships with work force agencies and partners, the NEM consortia adult students have access to**

- Career development resources, tools and coursework
- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors
- Access to a sequence of training and education experiences aligned to industry requirements and post-secondary pathways
- Personalized coaching and navigation support

### **Secondary will support with funds:**

- Summer work-based learning opportunities through ALC's including special populations with support from work-based learning coordinators
- Career exploration family events at socio-economically challenged areas in Washington County specifically Landfall and Cimarron moving to apartment buildings the following year

Career Force youth counselors supporting career exploration and readiness opportunities with ALC's piloting in South Washington County, Stillwater and Forest Lake  
Providing training and professional development from Career Force to our high school guidance counselors  
Sharing Washington County data and employment partnerships with schools located in Washington County

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 4: Integrated Academic and Technical Skills

#### Integrated Academic and Technical Skills Narrative

#### **Corresponding CLNA narrative on POS implementation begins on page 39.**

In partnership with industry representatives, faculty and teachers the consortia have an opportunity to increase academic rigor and broaden the use of technical skills assessment and industry credentials across many of the POS. This integration is addressed in earlier narrative where the consortia described the need to align POS course work to ensure breadth and depth. Some schools offer industry certifications, but employers have been inconsistent in their response to hiring preferences for applicants with the credentials.

The NEM consortia goal is to support student earning certifications (Prostart, OSHA, First Aid etc..) and demonstrate mastery through technical skill assessments. While local employers may vary on which certifications would give students a “leg up” on other perspective employees our focus will be on preparing students “how” to use this certification.

The consortium career readiness coordinator, will meet with teachers, creating videos and supporting students with strategies to advocate for their high skilled learning and take advantage of the earned certifications. The consortia will recommend TSA’s and Industry Credentials that support employability skills which all schools. The six state recognized programs of study will participate in professional development using the ACTE framework to focus curriculum and instruction on student attainment of industry skills, employability standards and academic knowledge. More detailed tracking, across the consortia high schools is needed, with an increase in student demographic information.

The NEM consortium will improve the academic and technical skills of students participating in CTE programs through the integration of rigorous content aligned with challenging academic standards. In addition, at both the secondary and post-secondary levels the consortia can lead conversations about student participation and success across POS, leading data inquiry into student representation and success in district POS. By moving to Precision Exams our consortium can improve data gathering consortium wide, provide students with opportunities to earn new certifications, identify/recommend TSA to CTE staff and support students with advocacy skills on how to use tested skills with employers and postsecondary. By purchasing a site license from Precision, the consortia will be able to collect TSA data from all schools. Professional development will be designed to support CTE programs and teachers with lower pass rates. Data will be reviewed, shared with district Perkins leaders and monitored to ensure all students are being successful.

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 5: Special Populations

**The corresponding CLNA narrative regarding special pops begins on page 51, with additional elements discussed in Element 2: Size, Scope and Quality (16) and Element 3: POS Implementation (39)**

### Special Populations Narrative

Consortia leadership will continue to support school districts working to be part of **Integration and Diversity** planning that increases enrollment in CTE classes for students who qualify as special populations.

Current district level strategy includes increasing diversity in Advanced Placement & the University of Minnesota concurrent enrollment liberal arts CIS classes. NEM leadership will advocate that CTE classes should also be a part of supporting early college credit in collaboration with Perkins V goals/data.

Currently districts Integration & Equity plans are focused on increasing equity in AP/CIS classes. Our consortium will work to change this narrative to include rigorous programs of study that have a higher percentage of student success and career and college readiness. By raising awareness/partnering with districts Integration and Equity Coordinators the consortia will undertake joint efforts to diversify the workforce and increase the enrollment of Black, Hispanic, English Learners and special education students. High school counselors shared the stress and high dropout rate of black and Hispanic students who are struggling in AP classes and are experiencing failure at very high rates. Clearly, schools need support to diversity their early credit strategies to include transcribed credit in career and technical education programs. Jobs for the Future research has shown an increase in high school graduation rates, and successful transitions to post-secondary programs in populations that earn 8-12 early college credits, prior to graduation from high school.

#### **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**  
**Increased Career Exposure**

Leveraging successful career exposure focused marketing materials from other consortia, the NEM plans to develop a similar tool. Primary dissemination would be via ALC, ABE, Community Based Agencies, Career Readiness and Counseling Centers.

At the secondary level there is an increasing use of 'cultural liaisons' who translate materials, advocate for labor market aligned career pathways and promote high wage careers – at parent and family meetings. The consortia is also increasing the placement of 'Career Trees' and providing professional development support to implement the model, in ALC and ABE centers. This model facilitates individual career exposure and exploration.

At the post-secondary level, Manufacturing, Health Care, Information Technology, Public Safety and Fire all have a broad introductory course. Many of them have no or low prerequisite requirements, allowing a diverse array of learners to access the exploration courses. These career exploration courses support student exploration, exposure and academic planning. While all students benefit from the career field wide knowledge and personal planning, these opportunities are especially relevant for students who may have limited knowledge of higher education or minimal exposure to a career field.

To provide equal access for special populations to CTE courses, programs and programs of study

Support teacher assistants working in CTE programs with skills and best practices  
Schools such as 916 CTC and White Bear Lake are adding CTE courses designed for students in special populations who need entry level rigor programs. Funds will be used to explore, build and expand program offerings to ensure all students have access and work opportunities from local employers.

### **Access Center Summary**

Developing student self-advocacy is a priority of the access center at Century. The access center has identified a series of outreach events for parents, students and counselors that build knowledge of available services and self-advocacy skills across special populations.

The consortia will support work designed to connect staff who provide and coordinate special education services at 916 and across the consortia to increase knowledge of available services.

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 6: Work-based Learning

#### Work-based Learning Narrative

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

**The corresponding CLNA narrative related to internships can be found on pp.28-29**

The NEM consortium has strong, work-based learning programs for students in special education. The special education work-based learning coordinators need to expand partnerships with a broader based of local employers who previously have been resistant to working with students in special education. The consortium WBL consultant gathers WBL special education coordinators from the NEM consortium together to coordinate programming, tour industries, hear from local employers/community partners and student organizations (Skills USA) and local skills competitions. One of the challenges that arose from WBL coordinators is the frustration of coordinators not being able to support students during the summer. Washington County WIOA youth group has partnered with NEM consortium to employ work based learning teachers in the summer from South Washington County, Stillwater, Tartan and Forest Lake. Data will be collected from the coordinators with a goal of keeping our students employed throughout the summer.

A larger gap for work-based learning is in general education. Expanding work-based learning to ALL students is a need at every single district. Along with the expansion is the need for licensed WBL teachers. WBL is partnering with the MN Department of Labor and MDE to understand all the laws and safety measures needed especially in construction and manufacturing settings. The consortium will support local and statewide learning opportunities to develop and expand work-based learning.

#### Post-Secondary Work Based Learning

Student Professional Development and Networking Events are supported through the Career Services department at Century. They enable Century to offer unique opportunities (FY20) to approximately 500 CTE students, who connected with area employers via these events. During FY20, students participated in professional development networking events including Job Fairs, guest speakers and via the campus wide Students Success Day and Student Career Pathways Day.

During FY20, the college undertook a self-study designed to determine barriers to student engagement in internships. A number of strategies were used to engage students and glean their perspectives. A summary of the barriers that were identified are below.

Barriers to students seeking and participating in internships:

- Students are not sure where to look
- Students feel as though they aren't ready, don't have the skills, or like they won't fit in.
- Students prioritize competing needs (work, studying, family)
- Money (can't afford to work for free)
- Time (students are juggling multiple roles)
- Location of opportunity (local, close proximity generally works best)
- Access to transportation

The Career Services has begun work to building an internship infrastructure that addresses student and employer needs. Work has begun on an employer engagement survey, and employer internship guidebook. The office has also implemented the use of technology to improve workforce readiness and employability skills of students seeking an internship. In addition, the office has made available the use of the Career College software tool which provides a user-friendly platform where students, particularly underrepresented students, access to an array of job postings.

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 7: Early College

#### Early College Narrative

**The corresponding CLNA narrative related to early credit can be found on pp. 23 -25**

Post-secondary programs of study connect with secondary programs of study via a range of early credit strategies. Century College continues to work with NE Metro Consortia partners high schools to build early college credit relationships. Districts are in different stages of planning and implementation. Often, the early credit pathways include a blend of credit opportunities including but not limited to, Advanced Placement, Articulation and Concurrent Enrollment.

The needs assessment process revealed a focus on two primary strategies, articulated credit and concurrent enrollment, for awarding early credit in CTE POS. The NE Metro Consortia and 916 CTC will address the depth of the early credit strategy with a focus on expanding credit for prior learning opportunities that align with industry credentials. The initial focus will be in the Health Sciences Pathway(s). Financially supporting 916 CTC with the cost of concurrent enrollment is on year two of gradually moving the cost to the school. Century and CTC will continue to monitor student usage versus the cost to determine best early learning credits for students.

In addition, Century College applied for a "All Learning Counts" mini grant. This award will support a closer investigation into the Credit for Prior Learning process and timing of awards. The grant supports a disruption of past practices with an invitation (and system level support) to examine policy and procedures related to this early credit mechanism.

Among the early college credit **concurrent enrollment** opportunities at Century, there are CTE course level partnerships with 916 Career and Technical Center, North High School and White Bear Lake High School. A list of current courses is maintained on the Century website. An identified need is to support 916 CTC that does not have any general education classes and requests funds to support students concurrent enrollment opportunities. The capture rate of all concurrent classes is reviewed annually to determine usage, fees and need.

The number of Century College course articulation agreements in NE Metro consortia career and technical education programs include agreements spanning 64 different courses. The number of credits students actually 'transfer into Century' via Credit for Prior Learning remains extremely low. Estimates are less than 7% of total possible awards are used.

The consortia has identified strategies to address these findings which will be supported through the grant:

- Working with the tracking site host to increase reporting options
- Increasing tracking website student demographic information available to determine representation in both award and use of credits
- Increasing the 'College' branding in classrooms with agreements
- Increasing the specificity and directions related to 'using articulated credits' on district websites, and in district level communications (course guides)
- Continued CTE teacher professional development and resources
- Pilot a direct mail campaign, to students' homes and designed to support their 'use of' articulated credits
- Financial support to secondary schools to maintain/add concurrent enrollment since cost is a financial barrier
- Online instructional materials supporting distance learning that are required for concurrent or articulated courses including COS

In summary, articulated College Credit partnerships exist with a wider group of schools both internal and external to the consortia. As discussed in the CLNA these relationships are limited by the alignment of high school teachers who are eligible for college credentials and impacted by the Minnesota CTE teacher licensure rules. Other factors include costs and student placement requirements. In order to align to all consortium programs of study, regional and brokered articulation agreements were made with other postsecondary institutions in Minnesota.

Additional supports needed include strategies to connect students to post-secondary programs and strategies to

support matriculation. Additional work will continue to strengthen the alignment of pathways with stackable credentials between community-based agencies, adult basic education settings and work force centers.

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 8: Support to Professionals

**The corresponding CLNA narrative discussing CTE teacher development can be found on pp. 45 – 46.**

### 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 paraprofessionals, 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.**

Career and Technical education programs are in a teacher shortage. Over 70% of our secondary teachers have been teaching for 20+ years. Preparing for upcoming retirements now is vital to the on-going success of our CTE programs. Districts who cut programs in the past 10-15 years are not struggling to fill positions. Schools that need an FCS or manufacturing teacher have to begin recruiting early and beyond the borders of the state of MN.

The consortia have identified strategies to address these findings, to include

- Portfolio workdays for teachers needing to add a licensure field

- Identifying current teachers within each high school that could have a CTE license and working to support this process

- New teacher mentoring (1-5 years of teaching) especially for those that are singletons in their schools

- Summer Externships in partnership with White Bear Chamber of Commerce

- Industry tours and speakers

- Program specific professional development with local industry partners including equipment and latest technology in the field

- Work with local employers to develop a model that would be a shared position (teaching at an area high school while working for a local employer (manufacturing, FCS, Health Science)

- Implementing the ACTE rubric to prepare our CTE teachers following the seven steps to be effective and prepared within their program of study

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 9: Performance Gaps

#### Performance Gaps Narrative

**The corresponding CLNA performance gaps narrative related to performance gaps begins on p. 10**

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

At the post-secondary level, the Perkins lead will bring benchmark data to academic and student affairs leadership meetings for strategy discussions. The leadership team, in consultation with the professional development leaders will identify annual strategies to support an increase in student persistence and completion data. Program level data will be shared with faculty in corresponding programs. Impact data will be shared during the next Perkins data cycle.

The CLNA provides a deeper look into secondary performance measures across the consortia. At the secondary level, the following strategies will be used.

Year 1

- Identifying programs where Hispanic and black students are not achieving in secondary programs with cultural liaison support

- Collaborate with secondary instructors to analyze data, identify instructional opportunities, plan professional development and meet with the districts integration teams to share CTE data

- Assess materials, resources and equipment to ensure they are provided in a way that ensures all students can achieve success with recommendations from cultural liaisons and districts Integration and Equity leaders

- Gather and assess CTE recruitment resources to ensure that it is free from bias and non-discriminatory

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 10: Consortium Governance

#### Consortium Governance Narrative

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 North East Metro Consortia is configured with one post-secondary school, Century and **18 area school districts**. Adult Basic Education programs (located in school districts) are assigned to Perkins consortia using regional criteria – and the NEM consortia is assigned to **ABE Transition Region V**. There are ABE programs in this assignment that are not the same as the ABE programs in the Perkins NE Metro consortia district level assignments. This misalignment between assigned Perkins consortia districts and Adult Basic Education assigned regions have been problematic when identifying partners and prioritizing initiatives.

The NEM Consortia collaborative operations includes but is not limited to;

The collaborative design of a consortia wide, multi-agency needs assessment process

A collaborative approach to conducting and communicating needs assessment results

A collaborative professional development strategy and events

The collaborative identification of 6 programs of study representing 4 career fields

A collaborative operational approach and ongoing communications to ensure day to day operational alignment

Two positions that include financial support from both secondary and post-secondary budgets

The identification of co funded priorities, where a combination of secondary and post-secondary funds awarded are used to address the identified need

Initiating shared equipment purchases that can be used across secondary and post-secondary settings

Cross population on program advisory groups

Co-location on the Century College campus

The CLNA identified consortia level needs. The consortia has identified the following priorities.

The NEM consortia has identified the need to increase career exposure and awareness across age groups. Marketing materials specific to broad career exposure will be supported with funds from secondary and post-secondary budgets.

An inventory of summer career exposure activities will be conducted to provide information related to the current state of career exposure, in the schools and external to schools. Consortia will use the findings to assess gaps and develop related strategy.

Community partner agencies, work force centers and adult learning centers offer a range of health care related certifications and education opportunities. Mirroring the IT initiative, with ABE Region V, the consortia will assess health care pathway offerings across the consortia geographic area. This current state snapshot will support the development of integrated adult student advising and transition supports and provide the consortia with the opportunity to engage with employers to identify gaps.

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

*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.

### Narrative 11: Reserve Funds

#### Reserve Funds Narrative

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

Innovative funds will be used to support programs of study to better prepare students for success in the workforce. These funds will support industries in the STEM fields, are designed to innovate, modernize and improve the effectiveness of instruction (in-person and distance), aligned with local labor market needs and increases student opportunities to take CTE classes.

- Exploring the use of simulation software to address distance learning needs in programs of study
- Explore the use of simulation software to expand access in campus-based courses. This includes AR/VR simulation equipment and faculty training/support to understand how to use the equipment.
- Jointly developed career exposure publication to be used across secondary, community-based organizations and adult basic education and work force centers
- Joint professional development events focused on collaboration and innovation
- New and updated equipment supporting programs of study with priority given to STEM (Bio-tech, drone, health science, food science)
- Increasing CTE opportunities for special populations especially socioeconomic with innovative classes and instruction that will meet the local workforce demands for entry level workers. (Entry level courses at 916 CTC)
- New instructional equipment and resources to support digital instruction in CTE classes- FCS
- Consultation by cultural liaisons to identify CTE successes and opportunities- consortium wide
- Development of Career Guide Consortium Project -strategy to increase awareness and enrollment into CTE career pathways.

During the FY19-20 academic year the college engaged in a review process by the Higher Education Learning Commission (HLC). Findings of the HLC review suggested the college shift focus to create more online course

offerings. This strategy would increase alternate course options and accessibility for students, particularly those students for whom an online course best meets their academic needs. *The corresponding CLNA narrative regarding online course success can be found on pp. 30 – 31.*

In addition to the HLC review, the effect of the COV19 pandemic further pushed the college to move quickly to convert physical in person-classes to an online format. For the foreseeable future, it is likely the college will continue to explore the expansion of online courses. It is through this lens that an innovative approach is sought by offering virtualization courses. This approach would enable CTE programs to explore and where possible expand application of technology and curriculum in the implementation of simulation lab/learning environments. Funding to support leading edge technology for both distance learning and campus based CTE programs (virtual Welding) is innovative and expands the college's presence relative to online education.

Secondary Perkins Leaders support these new innovative RFP requests.

**See Attachment: Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11**

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



## Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	10,000
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b>	5,000
<b>Postsecondary Subtotal</b>	15,000
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	14,030.00
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	5,000
<b>Secondary Subtotal</b>	19,030.00
<b>TOTAL</b>	34,030.00

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

## Perkins-Funded Positions

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

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

### Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Sue Dion	Director Academic Partnerships	Postsecondary		40%	39,732.99
Herbert King	Perkins Transition Specialist	Postsecondary		100%	89,365.00
Sarah Shanley	Perkins Grant and Partnerships Coordinator	Secondary/Postsecondary		100%	104,172.00
Jill Slayton	Post Secondary Career and Technical Education Transitions Specialist	Secondary/Postsecondary		100%	92,368.68
Teresa Boyum	OAS 1 Perkins Adm Support	Post Secondary		37%	24,417.00
Kelli Gray	Perkins Administrative Support	Secondary		25%	20,192.54

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

Addendum\_ PD updates Kelli Gray - Google Docs

Position Description

Shanley Perkins Grant and Partnerships Coordinator REVISED April 2020 - Google Docs

Position Description

Slayton Post Secondary Career and Technical Education Transitions Specialist REVISED April 2020 - Google Docs

Position Description

2.20.Revised.DirectorofAcademicPartnerships

Position Description

2-25-20 - Academic Professional 2 Perkins and Transition Coordinator 01102878 Herbert King (005) (002)

Position Description

OAS-I UPDATED 6-10-19 Academic Affairs East.Draft

Position Description

Jill Slayton PD not update due to covid-19

Position Description

So Wash Co SOA-NE Metro

Position Description

Spring Lake Park State of Assurances-NE Metro

Position Description

Position Description

Position Description

## State-recognized Program of Study 1

### POS 1

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

Business, Management, & Administration

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

Administrative Support

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.

Program Code: 140710

Forest Lake, North Branch, East Ridge, Woodbury, Park, Roseville, White Bear Lake, North, Tartan, Chisago, Spring Lake Park, Fridley, Columbia Heights, Centennial, Stillwater, Mounds View, Irondale

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: AAS Associate Applied Science - Business Management; AS Business; AAS Associate Applied Science - Marketing Management; AAS Marketing Communications Technology; AS Associate of Science - Business; AAS Accounting.

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

<b>TSA</b>	NOCTI-General Management	NOCTI-Legal Services	
<b>Work-based Learning</b>	Business apprenticeship		
<b>Licensure</b>			

<b>Certification</b>			
<b>Industry-Recognized Credential</b>	Workforce Competency Credential		

**Recognized Postsecondary Credentials**

**Enter the Recognized Postsecondary Credentials here:**

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AAS Associate Applied Science - Business Management; AS Business	AAS Associate Applied Science - Marketing Management; AAS Marketing Communications Technology	AS Associate of Science - Business; AAS Accounting
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>	NOCTI-General Management - 1203		NOCTI-Basic Acct 4000

Other Assessments (only if not previously listed):

Articulated Credits with Century College: Principles of Management, Introduction to Business.

**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")

Course syllabi were submitted with program approvals.

Articulated courses are identified in this POS.

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")

Advisory boards, DECA, summer externships, business partnerships, business pathway professional development.

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")

Licensed teachers are in place, CTSO's, advisory committees, career and college readiness activities ranging from field trips, business simulations, classroom speakers and project based learning.

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")

CTE instructors many with industry experience, program advisory committees, academic advising and support services are in place. Students have access to work-based learning opportunities.

Program review documents and MN State System Office inventory information.

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")

Courses reflect established business practices/equipment but are evolving to keep up with the changing business world, listed on the consortium equipment list and through RFP requests.

PS - program advisory committees.

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")

DECA/BPA school stores, collaborations between local businesses and business departments with apprenticeships  
PS - Course Syllabi.

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")

CLNA identified that the business pathway is in need updating their course offerings, identifying early learning opportunities and align to current industry demands.

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

## State-recognized Program of Study 2

### POS 2

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

Engineering, Manufacturing, & Technology

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

Engineering and Technology

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.

171710, 171000, 171710

Centennial, Chisago, Columbia Heights, Mounds View, Irondale, Forest Lake, Fridley, Roseville, East Ridge, St. Anthony Area, Stillwater, White Bear Lake Area, 916 CTC, North Branch,

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 - AAS- Additive Digital Manufacturing: AS - Engineering Broad Field; AAS Engineering CAD, AAS - Facilities Maintenance Engineer

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

<b>TSA</b>			
<b>Work-based Learning</b>	Apprenticeship		
<b>Licensure</b>			
<b>Certification</b>	OSHA 10 General Industry-Manufacturing		
<b>Industry-Recognized Credential</b>			



**Recognized Postsecondary Credentials**

**Enter the Recognized Postsecondary Credentials here:**

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS - Engineering Broad Field	AAS Engineering CAD	AAS- Additive Digital Manufacturing ; AAS - Facilities Maintenance Engineer
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>	SME Additive Manufacturing		
<b>Industry-Recognized Credential</b>			OSHA 10 Certification

Other Assessments (only if not previously listed):

- Articulated Credits from Century
- How to Make Almost Anything
- PLTW Introduction
- Welding

**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")

Syllabi listed alignment to content standards/goals/objectives and articulated credit opportunities

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")

PLTW advisory boards are in place in 7 of our school districts. POS as a whole are working on a redesign to align with MN entry level certificates, updating to meet introductory college courses and balancing costs of PLTW with other engineering curriculums. Manufacturing grant is supported by DEED, Department of Labor and Vadnais Heights Economic Development Board.

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")

Schools participate in engineering competitions (local, state & national), expanding leadership opportunities, career exploration activities supporting credit for prior learning and working with schools to ensure CTE licensed teacher is in place.

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")

College Catalog, Program course guides; Program Reviews; MN State System Inventory.

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")

Yes, all equipment is documented on our consortium equipment list and details are found on the RFP request.

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")

Project based learning experiences emulate projects, equipment, software being used in local industries.

CTE Course syllabi.

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")

POS has been identified through data the need to diversify student enrollment. Needs assessment in this pathway has begun and will be completed by Fall of 2021. Alignment to a transferable credentials is key to supporting students interested in the engineering/technology pathway.

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

## State-recognized Program of Study 3

### POS 3

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

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

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

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

List high school(s) and program code here.

070907, 070300

Spring Lake Park

916 CTC

Forest Lake

Chisago Lakes

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

AS Associate of Science - Nursing; AAS Paramedic Fire Science; AAS Paramedic Science, AAS Dental Assisting, AAS Dental Hygiene, Diploma Medical Assisting

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

<b>TSA</b>	NOCTI- Nursing Assistant		
<b>Work-based Learning</b>	Clinicals		

<b>Licensure</b>			
<b>Certification</b>	CNA	First Aid-CPR	OSHA 10-Healthcare
<b>Industry-Recognized Credential</b>	Workforce Competency Credential		

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS Associate of Science - Nursing	AAS Paramedic Fire Science	AAS Paramedic Fire Science, AAS Dental Hygiene, AAS Dental Assisting
<b>Work-based Learning</b>			
<b>Licensure</b>	Minnesota Department of Health; Nursing Assistant		
<b>Certification</b>		NREMT	EMS
<b>Industry-Recognized Credential</b>	NCLEX-RN	EMT/Paramedic	National Certifying Exam, AAS Dental Assisting National Board, National Board - Dental Hygiene

Other Assessments (only if not previously listed):

Articulated college credit:

Medical Terminology- Century, Anoka Tech, Anoka-Ramsey, Central Lakes, Normandale, South Centerl, MN State College SE

CPR/Health Care Provider- Century, Anoka-Ramsey, Normandale, Hennepin Tech

Nursing Assistant/Home Health Aid- Century, Anoka Tech, Hennepin Tech, Normandale, Central Lakes, Rochester Community & Tech College

**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")

Syllabi are aligned to state competencies preparing students to further their studies at a local post-secondary institution

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")

All high schools are aligned with local industry partners and have active advisory boards

At postsecondary level these CTE programs have active advisory boards and are engaged with local industry partners.

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")

HOSA

Advisory Committee in partnership with Century College

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")

CTE programs have a structured course sequence designed to accomplish learning objectives leading to a degree; also active advisory committees.

Program guides, college catalog, MN State system inventory list.

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

Component is present?

Yes

No

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

All equipment is documented in our consortium spreadsheet and RFP requests. This pathway is frequently updated to ensure students are prepared with the latest technology, equipment and resources being used in the field and follows recommended safety procedures for our students.

Postsecondary equipment requests are documented in the our RFP and consortium spreadsheet.

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

Component is present?

Yes

No

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

Students are required to participate in clinicals as part of their coursework.

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")

POS is in need of recruiting a more diverse student population, consortium students have a wait list in this pathway with limited opportunities to take classes. This is our most in-demand field and our schools have the least amount of classes.

CLNA, Program Review - need to recruit a more diverse student population also mirrors a similar need among our secondary partners.

*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.

Arts, Communications, & Information Systems ▼

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

Information Support and Services ▼

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

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

List high school(s) and program code here.

171502

916 CTC, St. Anthony, Roseville, Fridley, N. St. Paul-Oakdale#622, Columbia Heights, White Bear Lake

140710

So Wash Co, Roseville, N. St. Paul-Oakdale #622, Columbia Heights, Chisago, Centennial, Columbia Heights, Forest Lake, Fridley, Mounds View, North Branch, Spring Lake Park, Stillwater, White Bear Lake

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.

AS Computer Information Systems ; Information and Telecommunication Technology, AS Computer Science; AAS Cyber Security & Virtualization, AAS Cloud Computing & Virtualization;

### 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	NOCTI-Computer Repair		
Work-based Learning			



<b>Licensure</b>			
<b>Certification</b>	CISCO Certification	A + Certification	
<b>Industry-Recognized Credential</b>	CISCO Certification	NOCTI-Computer Repair	

**Recognized Postsecondary Credentials**

**Enter the Recognized Postsecondary Credentials here:**

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS Computer Information Systems ; Information and Telecommunication Technology	AS Computer Science; AAS Cyber Security & Virtualization	AAS Cloud Computing & Virtualization;
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>	NOCTI-4414 - Computer		

Other Assessments (only if not previously listed):

Articulated College Credits:

Cisco 1- Introduction to Information Technology-Anoka-Ramsey

Introduction to Programming- Century and Dakota County

Computer Hardware & Software- Inver Hills, Dakota County, Anoka-Ramsey, Hennepin Tech, Century

**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")

Course syllabi reflect academic skills and entry level competencies found in POS

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")

IT Advisory Board (meets twice a year)

PS - Advisory Board.

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

Component is present?

- Yes
- No

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

This POS is probably the one that needs the most support as we work to unpack the IT field needs alignment to meet post-secondary credits. Leadership opportunities are being explored to strengthen across the program. Enrollment needs to diversify which is evident as we examine P-file data.

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")

Academic program(s) course outline (syllabi) emulate academic skills and competencies found in PO; Program Reviews; MN State System Office inventory information.

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")

Equipment and resources are updated based on RFP requests and documented on consortium equipment inventory list.

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")

Project based learning and simulations model/reflect current industry experiences

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")

CLNA has identified that this POS needs improvement and further development. See CLNA for more information.

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

## State-recognized Program of Study 5

### POS 5

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

Human Services

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

Law, Public Safety, Corrections, and Security

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

Emergency and Fire Management Services

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

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

List high school(s) and program code here.

070300

916 CTC

Spring Lake Park

Forest Lake

Chisago Lakes

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.

AS Criminal Justice, AS Law Enforcement, Certificate Corrections, Investigation, Private Security, Intelligence and Crime Analysis.

### 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	FISDAP	NOCTI-Introduction to Criminal Justice-MN	
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<b>Work-based Learning</b>	Clinicals		
<b>Licensure</b>			
<b>Certification</b>	First Aid-CPR	EMR	EMT
<b>Industry-Recognized Credential</b>	Emergency Medical Responder	Emergency Medical Technician	

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS Criminal Justice	AS Law Enforcement	Certificate Corrections, Investigation, Private Security, Intelligence and Crime Analysis
<b>Work-based Learning</b>			
<b>Licensure</b>	POST Peace Officer Standards and Training Board		
<b>Certification</b>			
<b>Industry-Recognized Credential</b>		MN POST Board Exam	

Other Assessments (only if not previously listed):

- Concurrent Enrollment- Century and Pine Tech
- Articulated CPR, Safety BLS & First Aid- Century College
- First Responder- Century, Inver Hills, Alexandria Tech
- EMR/First Responder-Century and Inver Hills

**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")

Program syllabus align with content knowledge and employability skills learners will need to be successful in the workforce.

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 regularly engage advisory committees, industry and k-12 partners to bolster program design and content.

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")

Student leadership opportunities are offered through HOSA and student ambassadors

Career exploration through clinicals, field trips, speakers

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")

CTE programs have a course sequence in place that aligns necessary requirements designed to lead to the award of an academic credentials (degree).

Program Review reports, Advisory committees, MN State System Inventory.

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")

Program equipment, materials, and technology reflect industry standards.

Equipment inventory List.

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")

Secondary students are required to complete clinical hours/ride alongs.

Course syllabi.

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")

CLNA information notes course redesign of Public Safety is driven by increased industry partnerships and advisory committee to enhance course offerings to align to current industry demands.

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

## State-recognized Program of Study 6

### POS 6

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

Agriculture, Food, & Natural Resources

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

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

List high school(s) and program code here.

019090/019901

Forest Lake

Chisago

AFSA

916 CTC

Stillwater

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.

Articulation with Century College- Plant Science, Floriculture

Brokered with Hennepin Tech- Plant Science

CIS-Natural Resource System, Animal Science

Natural Resource Science classes applicable to the University of Minnesota Science Entrance Requirement

### 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-Floriculture	NOCTI-Floriculture	Precision-Small and Companion Animals
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<b>Work-based Learning</b>	Ag Internships		
<b>Licensure</b>			
<b>Certification</b>	Advanced Hunter	Companion Animal	
<b>Industry-Recognized Credential</b>			

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AAS	AS	
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>	Aboriculture	Landscape Construction	Greenhouse Technician
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

- Brokered Regional Articulations Hennepin Tech
- College in the Schools, University of MN- Animal Science

**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")

POS submission, course syllabi/outcomes

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")

AFNR advisory groups, FFA, Center of Excellence Agriculture and many local/statewide food producers

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")

CTE Credit MN

POS

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")

N/A.

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")

N/A.

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")

Supervised Agriculture Experience Program- working in the AFNR field

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")

N/A.

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

## State-recognized Program of Study 7

### POS 7

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

Engineering, Manufacturing, & Technology

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

Transportation Operations

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

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

List high school(s) and program code here.

170302

North, Tartan, 916 CTC, Chisago, White Bear Lake, Irondale, Forest Lake, Mounds View, Roseville,

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- AAS - Auto Body Technology, Diploma - Automotive Services Technology, Basic Automotive Service Certificate.

Brokered Articulated credit: Hennepin Tech, Dunwoody, Anoka Tech, Anoka-Ramsey, St. Paul College, Normandale, St. Cloud Tech,

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

<b>TSA</b>	NOCTI-Career Skills		
<b>Work-based Learning</b>	CTC- Cummins		
<b>Licensure</b>			
<b>Certification</b>	ASE- entry level	SP2	4 ASE certifications

<b>Industry-Recognized Credential</b>			
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**Recognized Postsecondary Credentials**

**Enter the Recognized Postsecondary Credentials here:**

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AAS - Auto Body Technology	Diploma - Automotive Services Technology	Basic Automotive Service Certificate
<b>Work-based Learning</b>	Experiential Learning	Experiential Learning	Experiential Learning
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>		AST National Exam	

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

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

Component is present?

- Yes
- No

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

Aligned to POS, monitored through course syllabi/outcomes

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")

Strong automotive partnerships and advisory boards, field trips and training at partners facility and partners bring

equipment to the schools.

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")

**Strong alignment to post-secondary transportation programs.**

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

Component is present?

- Yes
- No

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

**Program review report. MN Colleg approved program plan, MN State System Program Inventory**

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")

**Documented in the consortium equipment list and RFP submissions.**

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

Component is present?

- Yes
- No

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

**Students perform services on customers vehicles (oil changes, tire rotations, vehicle safety checks)**

**PS - Program Advisory Board course syllabi.**

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")

CLNA notes work in select CTE programs in focusing on intentional strategies to enhance awareness and enrollment in AST programs offered at the college.

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

## Additional Documentation

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

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

Statement of Assurances 2020-2021

Secondary Supplemental Budget:

NE Metro June 24 Secondary-Supplemental-Budget-Amplifund-Worksheet

Consortium Consolidated Equipment Inventory

Copy of Perkins funded assets greater than \$5000 4-16-20

Additional Material

FINAL CLNA 6-15-2020

Additional Material

FINAL 6-15-2020 Perkins V Section 135 Uses of Funds Justification - Perkins Budget Narratives 1-11 (2)

Additional Material:

Perkins equipment list 2016-current

Additional Material:

June 15th Narrative Questions alignment to CLNA FY 21

Additional Material:

June FY 21 Perkins Grant Request for Proposal (RFP)

Additional Material:

NE Metro POS 2020-2023

Additional Material

NE Metro Application Checklist FY21-22-1

Additional Material:

NE POS

Additional Material:

NEMetro

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



## Budget

### Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
CTE Marketing Project	\$3,800.64	\$3,800.64
Equipment - Postsecondary - POS	\$91,712.52	\$91,712.52
Joint Consortium Equipment	\$10,000.00	\$10,000.00
Professional Development Faculty	\$29,000.00	\$29,000.00
Secondary Equipment	\$134,353.67	\$134,353.67
Secondary Non-Personnel	\$25,000.00	\$25,000.00
Transportation	\$4,000.00	\$4,000.00
<b>Subtotal</b>	<b>\$297,866.83</b>	<b>\$297,866.83</b>
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Dvlp Labor Market Aligned Pathways	\$5,000.00	\$5,000.00
Inventory Project	\$10,000.00	\$10,000.00
Secondary Non-Personnel	\$14,030.00	\$14,030.00
<b>Subtotal</b>	<b>\$29,030.00</b>	<b>\$29,030.00</b>
D) Narrative 4: Integrated Academic and Technical Skills		
Industry Credentials - Certification (TSA)	\$6,000.00	\$6,000.00
Secondary - College and Career Readiness Specialist	\$43,260.00	\$43,260.00
Secondary Non-Personnel	\$35,000.00	\$35,000.00
<b>Subtotal</b>	<b>\$84,260.00</b>	<b>\$84,260.00</b>
E) Narrative 5: Special Populations		
Secondary Non-Personnel	\$86,584.28	\$86,584.28
Access Center Project	\$6,000.00	\$6,000.00
TLC Tutors	\$20,000.00	\$20,000.00
<b>Subtotal</b>	<b>\$112,584.28</b>	<b>\$112,584.28</b>
F) Narrative 6: Work-based Learning		
Secondary Non-Personnel	\$30,495.00	\$30,495.00
Business Networking Dinner	\$3,000.00	\$3,000.00
CCN - Career Services - Post-secondary	\$3,000.00	\$3,000.00
Conover Software	\$1,250.00	\$1,250.00
Professional DvlpNetworking Events	\$1,200.00	\$1,200.00

	Grant Funded	Total Budgeted
<b>Subtotal</b>	<b>\$38,945.00</b>	<b>\$38,945.00</b>

G) Narrative 7: Early College

CTE Credit MN Fee	\$1,100.00	\$1,100.00
Director Academic Partnerships	\$39,733.00	\$39,733.00
Secondary Non-Personnel	\$32,077.90	\$32,077.90
<b>Subtotal</b>	<b>\$72,910.90</b>	<b>\$72,910.90</b>

H) Narrative 8: Support to Professionals

ACTE/NACEP Professional Development	\$5,000.00	\$5,000.00
Consortium Articulation Meetings/CE	\$7,500.00	\$7,500.00
Faculty Externships	\$9,000.00	\$9,000.00
NEM Consortia Equity Training	\$4,000.00	\$4,000.00
Perna Training/Career Tree Implementation	\$2,000.00	\$2,000.00
Secondary Non-Personnel	\$133,393.66	\$133,393.66
Substitute - Support CE & AA mtg	\$4,500.00	\$4,500.00
<b>Subtotal</b>	<b>\$165,393.66</b>	<b>\$165,393.66</b>

I) Narrative 9: Performance Gaps

Career Mapping Exploration	\$3,350.00	\$3,350.00
Instructor Support Initiative	\$45,000.00	\$45,000.00
Quality Matters	\$40,000.00	\$40,000.00
Science Center Student Completion Project	\$8,000.00	\$8,000.00
Secondary Non-Personnel	\$12,000.00	\$12,000.00
<b>Subtotal</b>	<b>\$108,350.00</b>	<b>\$108,350.00</b>

J) Narrative 10: Consortium Governance

Secondary Personnel (Salary and Benefits)	\$68,949.56	\$68,949.56
OASI Administrative Assistant	\$24,417.00	\$24,417.00
Perkins Coordinator - Post-secondary	\$89,365.00	\$89,365.00
Postage/Mailing	\$4,000.00	\$4,000.00
Post-secondary Allowable overhead (5%)	\$29,894.48	\$29,894.48
Secondary Admin (5% max) UFARS 895	\$17,000.00	\$17,000.00
Secondary Perkins Coordinator	\$43,788.00	\$43,788.00
Secondary Personnel (Salary and Benefit	\$6,378.35	\$6,378.35
Secondary Personnel (Salary and Benefits)	\$37,725.56	\$37,725.56
Secondary Personnel (Salary and Benefits)	\$20,192.54	\$20,192.54

	<b>Grant Funded</b>	<b>Total Budgeted</b>
<b>Subtotal</b>	<b>\$341,710.49</b>	<b>\$341,710.49</b>

K) Narrative 11: Reserve Funds

	<b>Grant Funded</b>	<b>Total Budgeted</b>
<b>Subtotal</b>	<b>\$341,710.49</b>	<b>\$341,710.49</b>
<hr/>		
Innovation Fund	\$5,000.00	\$5,000.00
AR/VR Simulation Equipment	\$40,000.00	\$40,000.00
AR/VR Simulation Support	\$6,587.12	\$6,587.12
NEM Consortium Career Guide	\$13,257.55	\$13,257.55
Post-secondary Allowable overhead (5%)	\$3,412.88	\$3,412.88
Secondary Equipment	\$68,257.55	\$68,257.55
<b>Subtotal</b>	<b>\$136,515.10</b>	<b>\$136,515.10</b>
Total Proposed Cost	\$1,387,566.26	\$1,387,566.26

## Proposed Budget Narrative

### B) Narrative 2: Programs of Study

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

#### Professional Development Faculty

Support CTE faculty development.

#### Equipment - Postsecondary - POS

Equipment to support innovation in CTE programs

#### CTE Marketing Project

To promote and increase awareness of CTE academic programs and career pathways.

#### Transportation

Bus transportation to support CTE activities.

#### Secondary Equipment

RFP equipment, resources, curriculum submitted from consortium-

#### Secondary Non-Personnel

Field trips to local industries, career fairs, college visits

### 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)

### **Dvlp Labor Market Aligned Pathways**

Support the development of labor market aligned pathways to post-secondary programs with primary ABE and community-based organizations.

### **Inventory Project**

Inventory noncredit, credential awarded health care offerings across CBO's and ABE settings in Transition Region V to identify gaps and build educational pathways for adults that contain stackable credentials.

### **Secondary Non-Personnel**

Summer WBL collaboration with Washington County, career fair at high density housing, joint career counseling/marketing at our ALC's, supporting Gen Z

## **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)

### **Secondary - College and Career Readiness Specialist**

Jill Slayton - Salary (50%) NEM 916 Coordinate technical skill testing, Outreach/transition events (CTE students).

### **Industry Credentials - Certification (TSA)**

Support for Testing/Industry Credentials for students in CTE programs.

### **Secondary Non-Personnel**

Precision TSA, NOCTI/industry certifications, Accuplacer, pre/post testing support

## **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)

### **Access Center Project**

Redesign and use of technology to better align support services and resources available for students with disabilities.

### **TLC Tutors**

Tutors designated for CTE students.

### **Secondary Non-Personnel**

## Secondary Non-Personnel

Marketing brochure in partnership with Century and Washington County, equity & diversity meetings with cultural liaisons and districts equity leaders around CTE, professional development series around equity and diversity in CTE pathways, MCIS to support career and college readiness

### 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)

#### CCN - Career Services - Post-secondary

College Central Network Software

#### Business Networking Dinner

This event has been a highly successful annual event connecting students with seasoned industry professionals.

#### Conover Software

This tool provides CTE students an opportunity to understand and develop workplace success/employability skills.

#### Professional DvlpNetworking Events

Networking events to support student exposure to career professionals and workforce opportunities.

#### Secondary Non-Personnel

work based learning consultant, supporting special pop students in WBL during the summer, RFP requests and WBL professional development

### 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)

#### CTE Credit MN Fee

Supports the tracking of Articulated credits of CTE students.

#### Director Academic Partnerships

Sue Dion - Director Academic Partnerships (40%)

#### Secondary Non-Personnel

concurrent enrollment for 916 CTC, professional development on early college credit, regional articulation membership, supporting online instruction college requirements, online nail licensing

### 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)

### **Consortium Articulation Meetings/CE**

Support continued professional development of secondary and post-secondary CTE teachers and faculty.

### **Perna Training/Career Tree Implementation**

Activities and training to support implementation of career trees.

### **ACTE/NACEP Professional Development**

Funds support professional development activities for CTE/Perkins administrators, faculty, and staff.

### **Faculty Externships**

Support faculty externships concept/implementation. This concept matches (shadow industry professionals) faculty with industry partners several academic disciplines.

### **Substitute - Support CE & AA mtg**

Making funding support available to substitutes enables K-12 teachers and postsecondary faculty more reception to attend training workshops.

### **NEM Consortia Equity Training**

This concept is to provide consortium level training to address equity gaps in CTE programs and build competency and capacity to improve awareness of access issues and improve student outcomes.

### **Secondary Non-Personnel**

RFP's for professional development, new teacher mentorship, summer externships, portfolio development, region III conference, sub costs for field trips and PD, updating POS IT & Business, Perkins Leader VISION Conference (3)

## **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)

### **Quality Matters**

Project designed to explore performance gaps between SOC and majority students in online courses. Provide training and support to improve student outcomes.

### **Career Mapping Exploration**

To map career exposure activities across consortia to identify gaps and support broad career exposures across programs of students.

### **Science Center Student Completion Project**

Student participation metrics were reviewed in Century's science center lab. SOC demonstrated usage of the support services. Student participation in the expansion of hours of support for students in prerequisite science classes will be documented.

### Secondary Non-Personnel

Joint meetings with CTE departments on readability of CTE resources, identifying math standards in CTE construction & engineering courses, identify math standards in IT classes, increased recruitment to CTE classes focusing on diversity

## 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)

### OASI Administrative Assistant

Teresa Boyum - Perkins (37%)

### Post-secondary Allowable overhead (5%)

Perkins 5% overhead expenses Post secondary

### Postage/Mailing

Support Perkins operations

### Secondary Perkins Coordinator

Sarah Shanley NEM 916

### Perkins Coordinator - Post-secondary

Herbert King - Century College

### Secondary Personnel (Salary and Benefits)

Salaries for Sarah Shanley

### Secondary Personnel (Salary and Benefits)

Jill Slayton

### Secondary Personnel (Salary and Benefits)

Kelli Gray Perkins Administrative Assistant 25%

### Secondary Admin (5% max) UFARS 895

Fiscal agent Chris Zchau

### Secondary Personnel (Salary and Benefit

Non-contracted summer work and mileage

## **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)

### **NEM Consortium Career Guide**

Similar to the West Metro Consotium NEM plans to develop a career for dissemination to K-12 partners schools in the northeast metro.

### **AR/VR Simulation Support**

Support CTE distance learning and campus based learning (virtual Welding).

### **Innovation Fund**

Funds to support innovation in leading edge curriculum in high wage, high skill in demand CTE programs reflective industry needs. Additionally, funds support student exposure to CTE programs.

### **AR/VR Simulation Equipment**

Support CTE program innovation in delivery of virtual instruction.

### **Secondary Equipment**

Health Science courses purchasing new and upgraded technology, new start-up equipment/resources CTE courses increasing opportunities and access, new drone technology , CTE cultural liaison with covid-19 distance learning support

### **Post-secondary Allowable overhead (5%)**

Perkins V overhead post-secondary