MINNESOTA STATE
Career and Technical Education

Southeast Consortium

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

Submitted by Brian Cashman

Submitted on 06/19/2020 1:35 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Yingfah Thao

Public Link

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

Is Published

Yes

Submission Information

Submission Window

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

Submission Timeline Additional Information

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

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name
Southeast Consortium

Total Amount of Award Requested
$366,319.65

Primary Contact Information

Name
Brian Cashman

Email Address
bcashman@gced.k12.mn.us

Address
395 Guernsey Lane
Red Wing, MN 55555

Phone Number
651-764-9016

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.

Post-Secondary
Minnesota State College Southeast
Secondary
Caledonia School District #0299
Cannon Falls School District #0252
Chatfield School District #0227
Dover-Eyota School District #0533
Fillmore Central School district #2198
Goodhue School District #0253
Goodhue County Education District #6051
Hiawatha Valley Education District #0613
Houston School District #0294
Kenyon-Wanamingo School District #2172
La Crescent-Hokah School District #0300
Lake City School District #0813
Lanesboro School District #0229
Lewiston-Altura School District #0867
Mabel-Canton School District #0238
Plainview-Elgin-Millville School District #2899
Red Wing School District #0256
Rushford-Peterson School District #0239
Saint Charles School District #0858
Spring Grove School District #0297
Wabasha-Kellogg School District #0811
Winona School District #0861
Zumbrota-Mazeppa School District #2805

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.

Please see our uploaded CLNA Framework.

Upload your completed CLNA Framework

Southeast 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.

Section 135 Fund Uses (in bold):

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

The Comprehensive Local Needs Assessment informed the selection of the specific CTE programs and activities through the following steps:

- Review of Minnesota Department of Employment and Economic Development labor market data to identify high-wage, high-skill, high-demand occupations in Southeast Minnesota.

- Review of Workforce Development, Inc. Priority Sectors.

- Review of WIOA Region 6 Priority Industry Sector.

- Review of state-approved secondary CTE programs and courses.

- Review of post-secondary CTE programs and courses.

At the conclusion of the review work, the following twenty-eight priority Programs of Study were established. Please note the attached document, titled "Programs of Study Summary (Full)," for a complete list of our consortium's Programs of Study, including the inventory of participating secondary schools. Due to the CLNA process, our consortium was much more deliberate and intentional with identifying our priority Programs of Study than in years past, as we worked to ensure that each POS was based on identified career field need, projected career field growth, a standing course sequence on the secondary side, and a program/degree offering in post-secondary. Each of these listed priority Programs of Study are justified by labor market data and workforce development data. The Programs of Study highlighted in green are ones that were inputted into Amplifund.

Agriculture, Food, and Natural Resources
1.
   Agriculture, Food, and Natural Resources > Agriculture, Food, and Natural Resources > Power, Structural, and Technical Systems > Farm Maintenance (CERT)

2.

Agriculture, Food, and Natural Resources > Agriculture, Food, and Natural Resources > Agribusiness > Sustainable Food and Farming (AAS)

Arts, Communication, and Information Systems

3.

Arts, Communication, and Information Systems > Information Technology > Programming and Software Development > Network Administration and Technology (AAS, DIP)

4.

Arts, Communication, and Information Systems > Information Technology > Programming and Software Development > Software and Web Development (AAS, CERT)

Business, Management, and Administration

5.

Business, Management, and Administration > Business, Management, and Administration > Administrative Support > Administrative Assistant (AAS)

6.

Business, Management, and Administration > Business, Management, and Administration > Business Administration > Business Management (AAS)

7.

Business, Management, and Administration > Business, Management, and Administration > Marketing > Sales Representative (DIP)

8.

Business, Management, and Administration > Finance > Accounting > Accounting (AAS, DIP)

9.

Business, Management, and Administration > Hospitality and Tourism > Restaurants and Food/Beverage Services > Culinary Arts* (AAS, DIP)   * = South Central College

Engineering, Manufacturing, and Technology

10.

Engineering, Manufacturing, and Technology > Architecture and Construction > Construction > Construction Technology (AAS, DIP)

11.

Engineering, Manufacturing, and Technology > Manufacturing > Maintenance, Installation, and   Repair > Mechatronics Technology (AAS)

12.

Engineering, Manufacturing, and Technology > Manufacturing > Production > CNC Machine Tool (DIP)

13.

Engineering, Manufacturing, and Technology > Manufacturing > Production > Welding Technology (DIP)

14.

Engineering, Manufacturing, and Technology > Manufacturing > Production > Precision Machining (DIP)

15.

Engineering, Manufacturing, and Technology > Manufacturing > Production > Machining Basics (CERT)

16.

Engineering, Manufacturing, and Technology > Manufacturing > Production > Machining Right Skills Now (CERT)

17.

Engineering, Manufacturing, and Technology > Manufacturing > Production > Prototype Engineering (CERT)

18.

Engineering, Manufacturing, and Technology > Science, Technology, Engineering, and Mathematics > Engineering and Technology > Computer Engineering Technology (AAS)

19.

Engineering, Manufacturing, and Technology > Science, Technology, Engineering, and Mathematics > Engineering and Technology > Electrical Engineering Technology (AAS)

20.

Engineering, Manufacturing, and Technology > Transportation, Distribution, and Logistics > Facility and Mobile Equipment Maintenance > Automotive and Light Duty Diesel Technology (DIP)

Health Science Technology

21.

Health Science Technology > Health Science > Therapeutic Services > Practical Nursing (DIP)

Human Services

22.

Human Services > Human Services > Early Childhood Development and Services > Early Childhood Education (AAS, DIP)

Signature Programs

23.

Engineering, Manufacturing, and Technology > Architecture and Construction > Construction > Guitar Repair and Building (DIP)

24.

Engineering, Manufacturing, and Technology > Architecture and Construction > Construction > Guitar Development and Production (DIP)

25.

Engineering, Manufacturing, and Technology > Architecture and Construction > Construction > Electric Guitar Building (CERT)

26.

Engineering, Manufacturing, and Technology > Manufacturing > Maintenance, Installation, and Repair > Band Instrument Repair (AAS, DIP)

27.

Engineering, Manufacturing, and Technology > Manufacturing > Maintenance, Installation, and Repair > Violin Repair (DIP)

28.

Engineering, Manufacturing, and Technology > Manufacturing > Production > Bicycle Design and Fabrication (DIP)

There are two primary mechanisms for communicating CTE offerings and Programs of Study programming in an inclusive manner to all students: (1) informing students directly and (2) directly informing faculty and staff, including guidance counselors and academic advisors.

In regard to informing students directly, post-secondary offers a number of outreach efforts in order to inform secondary students of options to create a pathway from secondary to post-secondary:

- The Admissions department, in collaboration with college faculty, host multiple career exploration events each year. The events vary depending on high school interest. Some Districts choose to bus an entire grade to campus for hands-on demonstrations with departments followed by a tour of campus and a general presentation from Admissions.

- Collaborative efforts involving industry also take place on campus each year including a major Career Expo on the Winona campus.

- The Admissions department visits high schools in the area to present to classrooms, over the lunch hour, or to meet with individual students. and CTE faculty often join Admissions Representatives during these visits. During this time they share the supports that the college offers including career exploration, program options, and the enrollment process.

- Faculty travel to area high schools as part of a "High School Speaker Series," sharing a lecture with the students while informing them of their options for enrollment at MSCS.

- Minnesota State College Southeast hosts a number of open campus events throughout the year focused on CTE opportunities, including a Transportation Night, campus open houses, and area-specific open houses (e.g., healthcare open house). These are advertised in the high schools with a full-year calendar so that students have the information early and can plan on the events they want to attend.

- Once students are enrolled at the post-secondary level there are many opportunities through their programs to learn more about CTE career fields and opportunities. CTE courses often include industry visits, work-based learning experiences or field opportunities, internships, clinical experiences, and industry professionals visiting the college classroom. All of these opportunities illustrate the opportunities to link their CTE education to a post-graduate career, and help inform students of the professional opportunities available to them.

In addition to the aforementioned outreach strategies to secondary students, each high school in the consortium lists the available CTE programs and courses in their registration books. Secondary students are provided information as to the availability and benefits of CTE courses and/or pathways through interaction with the secondary CTE instructors, general education teachers, special education teachers, Work-Based Learning teachers and/or school counselors. Finally, please note that the Southeast Consortium will support diverse and multifaceted business/industry panels and speaker pools to help showcase opportunity in CTE for all students.

As evidenced by our Comprehensive Local Needs Assessment, it is critical to not only inform students of the opportunities within CTE but also the parents. For this reason, our efforts - at both the secondary and post-secondary levels - in the coming two years will include intentional outreach to parents through key messaging and engagement in multiple channels of communication.

Communication to post-secondary faculty and staff includes:

- Participation in articulation development and continual review, to strengthen the sequencing from secondary to post-secondary opportunities.

- Advertising of all campus events for secondary students via email to campus faculty and staff as they occur.

- Admissions hosts annual "program visits" where each CTE program is asked to prepare a 30 minute presentation on their program, including highlighting program updates. These sessions are open to the entire faculty and staff of the College and are generally well attended.

- An annual Perkins "Lunch and Learn" presentation on campus, where the Perkins Post-Secondary Coordinator presents an overview of the approved Perkins plan for the year, to help faculty and staff understand current consortium CTE initiatives, Programs of Study, and opportunities for CTE-focused students.

For direct communication to secondary staff, strategies include:

- Sending print material outlining Programs of Study to secondary CTE instructors, special education instructors, English Learner instructors, Work-Based Learning instructors (including the Region 10 Low Incidence Projects team), school counselors, and school administrators.

- Sending e-mails and applicable attachment via e-mail outlining Programs of Study to secondary CTE instructors, special education instructors, English Learner instructors, Work-Based Learning instructors (including the Region 10 Low Incidence Projects team), school counselors, and school administrators.

- Sharing information on Programs of Study at regional and local meetings, including with local Advisory Committees, regional Job-Alike Regional Meetings, and regional collaborations such as the Bluff Country Collaborative, STEMForward, and the Winona Area Chamber of Commerce Business Education Network/Reach Program. The sharing of Programs of Study with regional collaboratives includes sharing this information with non-secondary personnel who directly interact with secondary students. A good example of this is with the Program Coordinator for the Goodhue County Earn & Learn Youth Skills Training program as well as with the partnership between the Perkins Consortium and local Economic Development Agencies and Workforce Development, Inc. Finally, it is worth noting that there will be a strategic effort to create an inclusive communication/marketing plan for the purpose of communicating to all parents the opportunities within CTE and CTE fields.

The bulk of the Southeast Consortium efforts in FY21-FY22 will be to support the design, implementation, refinement, and review of Programs of Study. Specific strategies include: (1) securing proper state approval of secondary CTE programs, (2) development of processes to identify, determine, and support the purchase and use of equipment, curriculum, and curriculum writing to strengthen existing Programs of Study and develop new Programs of Study, both with an emphasis on equity of access, (3) review and implement industry certification within Programs of Study, (4) developing regional articulation agreements, (5) supporting instructor participation in high-quality professional development, (6) supporting on-campus college visits by secondary students, (7) develop, implement, and review business/industry site visits, (8) supporting the use and review of MCIS usage in the consortium, and (9) design and implementation of a CTE value communication/marketing plan. Implementation of these strategies will guided by the following measures:

1.
   By November 1, 2020, all secondary career and technical education programs will have properly submitted their Program Approval paperwork to the Minnesota Department of Education.

2.
   By December 18, 2020, the Leadership Team will have received, refined, and assessed the role of MCIS within the consortium.

3.
   By December 18, 2020, the Leadership Team will have received, refined, and assessed the role of equipment, curriculum, and curriculum writing as mechanisms to support established Programs of Study and/or develop new Programs of Study.

4.
   By February 1, 2021, applicable secondary and post-secondary personnel will have participated in Regional Articulation meetings and established and/or confirmed applicable articulation agreements.

5.

By February 19, 2021, the Leadership Team will have received, refined, and assessed the role of professional development in the consortium - specifically, regarding national conference and state conference participation.

6.

By June 4, 2021, applicable secondary schools will have participated in a college visit or visits.

7.

By June 4, 2021, applicable secondary schools and/or CTE programs will have participated in planned business/industry site visits with support from Post-Secondary instructors and including connections made to business/industry.

8.

By June 30, 2021, proposed industry certification opportunities will be integrated in the FY22 plan and budget.

9.

By June 30, 2021, a CTE value communication/marketing plan will have been designed, implemented, and reviewed for effectiveness and next steps in FY22.

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.

Section 135 Fund Uses (in bold):

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

There are a number of regional and local development boards, agencies, and related organizations and personnel that the Southeast Consortium partners with to support career exploration, career coursework, career activities, career services, career information sharing, and career guidance and academic counseling in addition to the internal systems in place at secondary and post-secondary.

Partners include:

- Community Economic Development Associates (CEDA)

- Economic Development Agencies (EDA)

- Goodhue County Earn & Learn Youth Skills Training (YST) Program

- Minnesota Department of Employment and Economic Development (DEED)

- Region 10 Low Incidence Projects (Region 10)

- Southeast Minnesota Building and Construction Trades Council (SEMNBCT)

- Southeast Service Cooperative (SSC)/STEMForward and Career Navigators

- Winona Area Chamber of Commerce Business Education Network (BEN)/Reach Program

- Workforce Development, Inc. (WDI)

Partner-Based Programming includes:
- Business/industry immersions via the Winona Reach program.

- Career expo (multi-sector) featuring regional and local businesses/industries via BEN.

- Career expo (building and construction trades) featuring trade unions via SEMNBCT.

- Classroom presentations by business/industry leaders via BEN.

- Local business/industry site visits for secondary students via CEDA, EDA, SSC, and WDI.

- Promotion, outreach, needs assessment of programming opportunities - especially with at-risk youth as well as with parents via WDI.

- Development of apprenticeships, internships, mentorships, and similar opportunities for secondary students via SSC and the Career Navigators.

- Job fair (multi-sector) featuring local businesses via CEDA.

- Paid internships and business/industry site visits via the Earn & Learn YST Program.

- Works Skills Challenge Day via Region 10 for students ages 18-21 in a Work-Based Learning Transition Program.

- Up-to-date labor market data shared with secondary and post-secondary faculty and staff via DEED.

Consortium-Based Support Structure includes:
- Regional Job-Alike Meeting for School Counselors (emphasis on opportunities in Career and Technical Education).

- Consortium CTE communication/marketing plan at both secondary and post-secondary levels, designed for parents and with input and participation from industry and workforce development partners.

- MinnState CareerWise (website)

- GPS Life Plan (website)

Organization-Based Support Structure includes:
- Career Technical Student Organizations (CTSOs)

- Minnesota Career Information System (MCIS)

- Future*Forward* (web-based Experiential Learning repository for Southeast Minnesota students, instructors, and businesses/industries)

- Future Reach (CTE Rural Grant funds housed and facilitated by the Southeast Service Cooperative)

Institution-Based Support Structure includes:

- Post-Secondary career support services (see website for more information)

- Undecided students at MSC Southeast are directed to take a career exploration course, Career and Educational Planning. Students will work individually and collaboratively to create a personal career plan for successful college completion: transfer, diploma, or degree.

- Faculty are involved from the beginning at the career exploration events hosted by the college supporting students as they navigate their career path. They continue their support of students advising and guiding students each semester on courses to take and industry experiences available to them.

- MSC Southeast hosts annual job fairs on each campus, allowing students that are undecided to learn more about the careers available to them and companies that are hiring in the region.

- Multitude of events hosted by the Admissions Office (as outlined in section 2 on previous pages) to provide program and career information to prospective students. Some of these events include the presence of industry partners on-site, such as our Transportation Night each spring.

- In partnership with various organizations and school districts in the region the Admissions team presents to students. Some examples are listed below:

  - Native American College Fair

  - Advisory class of Prairie Island Community at Red Wing High School

  - Red Wing Home School contact

  - Rochester ALC, Zumbro Education District (ZED) Hasting ALC, Red Wing Youth Outreach, River Bluffs Education District and Tower View ALC (Red Wing)

  - Northfield TORCH program

  - Hastings AVID class

  - The REACH group at Winona High School

  - Life Skills Class - Winona County Restorative Justice Program

  - Walter Maginnis High School at the Red Wing Correctional Facility

  - Goodhue County Collaborative Youth Skills Training in collaboration with Red Wing Ignite

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

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.

Section 135 Fund Uses (in bold):

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

An area of emphasis in our FY21-FY22 plan is professional development for instructors. More specifically, we are focused on professional development designed to retain and train secondary and post-secondary instructors. We strongly believe that this work will lead to an *increasing number* of retained and credentialed instructors at the secondary and post-secondary level, and that it will lead to curricular growth, and instruction that remains relevant and in-sync with current industry standards.

One strategy we have developed is to enhance instructor and administrator participation in professional development opportunities that support innovation, best practice, and connectedness. Included in this will be opportunities to improve the integration of academic and technical skills.

Implementation of these strategies will guided by the following measures:

1.
   Spanning August 2020 to June 2021, professional development opportunities, both secondary and post-secondary in origin, will have been completed and feedback received as to their effectiveness and value. Where applicable, this will include the examination of CTE Frameworks and the intersection of math and reading skill acquisition.

2.
   By the beginning of each semester, all paired syllabi and assessments between high school and college faculty will be collected by the Secondary Relations Office supporting collaborative work in the Connect to College (C2C) Concurrent Enrollment Program.

3.
   By the end of April each year, MSC Southeast will host the C2C Symposium. This is an annual professional development event bringing secondary and post-secondary instructors together focusing on discipline specific training that instructors can bring back into the classroom.

4.
   Our consortium will begin conversations through our Perkins Leadership Team to develop an intentional philosophy and strategy for professional development. This strategy will guide selection of PD opportunities and decision making around who is supported in attending these opportunities.

5.
   We will be looking at opportunities to create robust regional, "in-house" training opportunities in addition to participating in externally sponsored regional and national professional development. The process to discuss and plan such work will take place over the FY21 year, with intentions to implement an event or events in FY22 for regional CTE faculty, and/or staff.

6.

With so many new professional development opportunities occurring nationally in light of COVID-19, we will utilize a remote-instruction lens to ensure participation in PD that considers opportunities related to these new circumstances specifically.

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.

Section 135 Fund Uses (in bold):

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

The Southeast Consortium will gather feedback from its Leadership Team, Job-Alike Regional Meeting participants, and workforce development partners--Community Economic Development Associations, Economic Development Agencies, MaxAbility, Region 10 Low Incidence Projects, Southeast Service Cooperative, and Workforce Development, Inc.--to create and approve a plan that encourages and supports collaborative work among CTE instructors, special education instructors, and general education instructors.

The Comprehensive Local Needs Assessment brought focus to the following priorities:

- Growth in outreach efforts by MSCS Admissions staff to continue to build focus on particular local programs like Reach, ALCs, Red Wing Youth Outreach, and others.

- Early-Middle College-like programming will be explored.

- We will work to establish connection and engagement with native communities by reaching out to the Prairie Island Education Director and the Native American School Liaison at Red Wing High School.

- We will look at ways to enhance the number of pathways available to all students. Preliminary conversations include moving equipment or forming hubs in the region. Effective communication to secondary personnel is necessary to ensure that these strategies are inclusive as possible and build viable bridges that are responsive to removing barriers wherever possible.

- Providing earlier access to information/awareness regarding careers. Creating a regional marketing campaign addresses this, in part. The marketing plan will aim to educate students, parents/caretakers, secondary influencers, industry partners, and community members about CTE and the benefits, opportunities, and employment that a CTE education provides. We aim to not only provide parents/caretakers these resources, but also ensure that materials are available in multiple languages and include content that is accessible to a variety of students and parents.

- Collaboration and planning between regular education instructors and special education instructors is critical to enhancing access for learners of all abilities. Note: In this context, "regular education instructors" are defined as not including Career Technical Education instructors. The Southeast Consortium recognized the importance of regular education and special educator instructors. The Southeast Consortium is also choosing to focus on collaboration between CTE instructors and special education instructors in FY21 (see below).

-

Collaboration between CTE instructors and special education instructors to build more accessible bridges to CTE for students of all abilities.

- Collaboration among work-based learning secondary instructors in 18-21 year old transition programs.

- Career exploration activities in middle school.

- Policies – explore the opportunity to create a secondary graduation requirement that students have to have a "soft/job/employability skills" class. Note: Graduation requirements are a combination of state mandates and local school district mandates. This idea will be monitored in FY21.

- Build on the work started in FY19 with the Southeast Minnesota collaborative work group that was formed to help ensure inclusivity and connectivity in the CTE/STEM space. Titled the "CTeam," this group includes: Albert Lea Schools, Perkins Consortia (Rochester/ZED and Southeast), the Southeast Service Cooperative, Vocational Rehab, and Workforce Development, Inc. Part of this group's work is sharing and collaborating in order to provide as many students as possible to high-quality CTE and/or STEM programming.

- In conjunction with the Rochester/ZED Consortium, explore possible programming that can result from a partnership with the National Women in Construction organization.

- Continue to look at opportunities for providing professional development, training, and education for secondary and post-secondary instructors, counselors, advisors, and staff in support of specific populations.

The Southeast Consortium will also roll-out two strategies to support work-based learning transition programing:

- Work with work-based learning transition program coordinators and teachers to review programming and engage in a continuous improvement planning model. This work may include business/industry partners and workforce development partners.

- Work with the Region 10 Low Incidence Project and the Hiawatha Valley Education District to support the implementation of the Work Skills Challenge Day for 18-21 year old students with disabilities.

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.

Section 135 Fund Uses (in bold):

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

The Southeast Consortium will continue to support the development, implementation, and refinement of work-based learning opportunities throughout the consortium. This includes the following efforts:

- Work with work-based learning transition program coordinators and teachers to review programming and engage in a continuous improvement planning model. This work may include business/industry partners and workforce development partners. Connected to this work will supporting accessibility of instructors and students to the annual Work Skills Challenge Day.

- Design and implement program review meetings for work-based learning transition instructors. This review will include examining curriculum as well as best practice.

- Support the development of and/or participation in business/industry site visits.

- Support the development of and/or participation in regional career expos/fairs.

- Support regional and local career pathways efforts such as the Winona Area Chamber of Commerce Business Education Network/Reach Program, the Goodhue County Earn & Learn Youth Skills Training program, the Red Wing Flight Paths initiative, the Spring Grove CEO Program, the Students Learning Advanced Manufacturing Hubs, the Bluff Country Collaborative programming, the Southeast Service Cooperative/STEMForward and CTE Rural Funds programming, Students Learning Advanced Manufacturing Hubs, and Workforce Development, Inc. programming.

- Continue to work closely with advisory committees at the post-secondary level to inform curricular development and to see how work-based learning opportunities can continue to be enhanced or grow in each of our program areas.

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.

Section 135 Fund Uses (in bold):

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

The Southeast Consortium will be a member of CTECreditMN.com and the subsequent regional articulation meetings. This will serve to increase the number of articulated career and technical education courses available to secondary students. Efforts of educating teachers, counselors and students will be implemented to drive the use of credit. We intend to put significant effort into increasing our utilization of those articulation gatherings with secondary and post-secondary faculty to better enhance the opportunity and take advantage of the gathering time to strategize and plan collectively by articulation area.

MSCS continues to conduct the C2C (Connect to College) Concurrent Enrollment Program at a high level according to the standards set forth by NACEP (National Alliance for Concurrent Enrollment Partnerships). In April 2020, we received notice that we have been reaccredited for seven additional years. We plan to seek opportunities to expand C2C in the CTE area.

Currently, concurrent enrollment courses are offered in Medical Terminology and many liberal arts classes. Through programs like the Business Education Network, students earn college credit through a two-year intensive program with the possibility to complete industry certificates in Nursing Assistant. MSC Southeast, in collaboration with Healthforce Minnesota, is working to offer LPN in the high school. Multiple schools in the southeastern region are offering pre-requisite courses like English Writing and Anatomy and Physiology allowing students to start the LPN program in the spring of their senior year or shortly after high school graduation.

Efforts are in motion to increase the opportunity to earn technical college credit. In collaboration with a National Science Foundation grant received by MSC Southeast, students have the opportunity to complete courses in the high school or on campus in Manufacturing and Automotive Services. Regional hubs are being created as possible to allow for coursework to take place near the students' homes rather than needing to commute to the college campus. Another option for students that we have in place is to complete courses in the evening on campus. By participating in this program, high school students can graduate with both their high school diploma and a two-year certificate.

Students are taking advantage of the PSEO program by taking courses on campus or online. Many students are completing one or more courses a semester with some taking courses full-time with the possibility of completing a certificate, diploma or degree prior to high school graduation. We have a robust PSEO program and are continuing to expand enrollments here, following a recent multi-year trend at Southeast.

Early-Middle College opportunities will be explored and concurrent enrollment opportunities will be implemented whenever possible between MSCS and partner districts. A multitude of career guidance resources are employed and supported so that learners of all ages and backgrounds have access and appropriate tools to assist in their postsecondary career planning decision making.

With the hiring of a new position at Southeast, the Director of Secondary Relations, Southeast is taking a far more intentional and robust approach to building relationships with our secondary partners and secondary students. This position was filled midway through the FY20 school year, and we anticipate building our strategy with regard to early college offerings in the coming two years under the leadership of the Director. Incidentally, the Director also serves as the Perkins Post-Secondary Coordinator. This overlap is intentional to ensure as much connectivity amongst these efforts as possible.

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.

Section 135 Fund Uses (in bold):

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

An area of emphasis in our FY21-FY22 plan is professional development and, more specifically, professional development designed to retain and train secondary and post-secondary instructors.

We are doing this through six specific strategies:

1.
Designing and implementing a Joint Skills Session between secondary Agriculture and Industrial Technology instructors and post-secondary Trade & Technology faculty.

2.
Refine and implement Job-Alike Regional Meetings for secondary instructors/staff (Agriculture and Industrial Technology, Business, Family Consumer Science, School Counselors), in collaboration with post-secondary instructors where feasible.

3.
Support instructor and administrator participation in professional development opportunities that support innovation, best practice, and connectedness. This will take the form of:

(a) Designing and implementing a process for a rotation of team attendance in the annual CTE Works! state conference;

(b) Participation in state association-based career and technical education professional development. This includes:
- Minnesota Association of Agriculture Educators

- Marketing, Business, and Information Technology Educators in Minnesota

- Minnesota Association of Family and Consumer Sciences

- Minnesota Technology and Engineering Educators Association

- Minnesota Association for Career Technical Administrators

- Sourcewell/Impact Education Conference (formerly TIES)

- Minnesota Assocation for Career and Technical Education

(c) Participation in national and related career technical education professional development and dual credit, including:

- National Career Pathways Network

- Project Lead the Way

- ACTE

- NACEP

(d) Designing and implementing a pilot Teacher Externship program
(e) Designing and implementing secondary CTE Frameworks "Bootcamp(s)"
(f) Exploring the concept of designing a regional, "in-house" professional development gathering, possibly annually.

4.
Supporting professional memberships in CTE-related organizations.

5. Participation in statewide Program of Study meetings, trainings, and gatherings.

6. In collaboration with the Articulated College Credit meetings, the consortia will focus efforts on expanding training and focused efforts to improve programming. Articulated college credit is complex, and we continue to educate students, teachers and counselors of the opportunities and benefits. Focused efforts will be provided for training MSC Southeast staff and faculty regarding the paperwork and process for student's to take advantage of the credits and course placement that articulated college credit provides. A review of processes will be conducted with secondary partners on how students, faculty, counselors, and parents are made aware of the opportunities and processes needed to take advantage of the credit along with seeking ways to improve the processes between Secondary and Post-Secondary.

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.

Section 135 Fund Uses (in bold):

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

From our CLNA:

1.
Among the priorities included in our local application is an emphasis on professional development that promotes innovation and continuous improvement in order to further CTE programming and student success.

2.
Among the priorities included in our local application is an emphasis on designing an effective and efficient collaboration program between CTE instructors and secondary Special Education instructors in order to provide comprehensive support to students and access to high-quality CTE programs.

3.
As we begin to implement our plan and begin the process of conducting our next CLNA, further drilling down into student performance data by subpopulation will be critical to achieve a better understanding of the performance by certain groups. This, in turn, will help us to identify key strategies to enhance individual performance across a variety of populations. On the post-secondary side this will happen in close collaboration with the Campus Diversity Officer and the Office of Institutional Research. Please note that this analysis will include an emphasis on racial, ethnic, and geographic equity.

4.
Feedback from our CLNA indicated value in assembling and/or supporting a diverse and multi-faceted business/industry panel and speaker pools to showcase the opportunities in CTE - especially for underrepresented groups.

Secondary and Post-Secondary, in conjunction with the Rochester/ZED Consortium and workforce development partners, will engage in a communication and marketing process facilitated by a marketing agency connected to the Southeast Service Cooperative - OrangeBall Agency. A large portion of this work will be to highlight the opportunities in CTE for all students, including the opportunities for both females and males across the CTE spectrum. It is anticipated that this work will help support increasing the number of non-traditional students involved in secondary and post-secondary CTE programs in Southeast Minnesota. FY21 will feature the development and implementation of CTE marketing strategies. FY22 will feature the refinement and re-deployment of these strategies.

In addition to the communication efforts, there are existing structures that promote, specifically, non-traditional participation in CTE programs. The consortium will continue to be a part of these efforts and will continue to seek more engagement from students - especially in non-traditional areas. These structures and efforts include:

- The Winona Business Education Network Career Expo (held on the campus of Minnesota State College Southeast).
- The Construct Tomorrow Career Expo (held in Rochester).
- The Bluff Country Collaborative Experiential Learning programming (Houston, Fillmore, and Winona counties).
- The Goodhue County Earn & Learn Youth Skills Training Program.
- The Hospitality Regional Showcase (Rochester/ZED and Southeast Consortia).

We have not specifically looked at non-traditional participation in these efforts. For FY21, we will both frontload communication to encourage non-traditional participation as well as track non-traditional participation for future improvement efforts.

If our non-traditional gap does not shrink within these next two years, the Consortium Leadership Team will re-examine the implemented strategies and determine what additional action needs to be taken.

Post-Secondary:
Retention, Completion, and Non-Trad:

- A retention group has been established and will begin meeting once a semester this fall in a "Retention Summit." The summit will analyze the retention priorities of the institution driven by the college's strategic enrollment plan and devise action items and interventions based on those priorities. This will include analysis of group-specific retention and completion data, such as CTE students by program area, identity, etc.

- Student Services staff reach out to students who have been identified as owing money or who haven't completed their FAFSA for the following year, trying to reduce retention melt as a result of these issues.

- Student Services is increasing access to essential services including Registrar, Financial Aid, and tutoring through use of drop-in Zoom appointments and on-campus open hours.

- The College is retooling its Institutional Research operation. Once that office is back online we will be able to provide a more thorough analysis of retention data in order to enhance our understanding of impactful issues for students.

- The College has robust use of Starfish early alert software to ensure a strong linkage between faculty and Student Services in identifying and responding to at-risk students.

- The College is piloting small group intervention strategies for supporting particular groups of students. For example, we have an annual cadre of students who are alumni of the Miller Mentoring program at the Winona High School. Many of these students become CTE students at the College. The Dean of Students is working with Miller to design strategies for creating bridges for their students as they enter MSCS, and to connect them with other Miller alumni who may be in their second year at the College. This pilot is being designed with the intent that it could be a replicable model for other similar programs (e.g., REACH).

- The College is prioritizing the hiring of non-trad instructors in fields when possible. For example, we have just in spring 2020 hired a female as our Auto Tech instructor.

- The Marketing department at MSCS has taken a new approach to working more intentionally and collaboratively with faculty and academic leadership in prioritizing the marketing of our academic programs. In consultation with academics, the Campus Diversity Officer, and the Dean of Students, we have increased our efforts around marketing to ensure diversity in our advertising, including non-traditional groups, and while ensuring intentionality in terms of which programs get prioritized for marketing and advertising.

- Southeast has made major efforts to de-silo our departments in the last several years, and create new collaborative groups. Between our retention work group, our enrollment team, our academic and student affairs leadership team, and other such committees, we are now better positioned to routinely review data, analyze success gaps, and design strategies and interventions accordingly. The Director of Secondary Relations--also our Post-Secondary Perkins Coordinator--is a part of all of these major work groups, ensuring that we are effectively able to stay attuned to performance indicators for our Perkins work.

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
    - Of these 6 programs of study, a minimum of 4 career fields must be represented
    - 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.

Section 135 Fund Uses (in bold):

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

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

    -
        Of these 6 programs of study, a minimum of 4 career fields must be represented

    -
        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)

In FY20, the changes imported by Perkins V helped leverage the implementation of a multi-stakeholder feedback and planning process that was much improved over what we did previously. Specifically, we established three teams and one work group:

-
    Perkins V Leadership Team

-
    Perkins V Transition Team

- Perkins V Sub-Grant Process Work Group

- Perkins V Core Team

The Perkins V Transition Team, which consisted of over 30 stakeholders, engaged with the five elements of the Comprehensive Local Needs Assessment. The Transition Team was broken down into small groups, each congregated around an element. The Perkins V Core Team, consisting of the secondary coordinator, post-secondary coordinators, and the post-secondary Perkins Assistant, facilitated the meetings and did the background work necessary to ensure productive conversation and consortium recommendations around the five elements .

The Perkins V Leadership Team, which consists of 19 stakeholders, has been reviewing the information and recommendations from the Transition Team and has been synthesizing that feedback to produce strategic directions to include in our FY21-FY22 plan. The Leadership Team is also the group that will interact with the Core Team to monitor and review the implementation of the FY21-22 plan as well as to determine any adjustments needed moving from FY21 to FY22. It is anticipated that the Leadership Team will meet, at a minimum, quarterly in FY21-FY22 and will function as our central governance body. It is also anticipated that the Leadership Team membership can flex a little bit based on need. For example, in FY21 the Leadership Team will explore how to engage in supporting the work of Adult Basic Education.

Please note that there was a small work group formed (7 stakeholders) for the purpose of reviewing the historical process of administering a secondary sub-grant process and planning what that process should and/or could look like in the future.

Finally, the Core Planning Team consists of the Secondary Coordinator, Post-Secondary Coordinator, and Post-Secondary Perkins Assistant (in FY20 there was an overlap between the incoming and outgoing two Post-Secondary Coordinators, due to a shift in job responsibilities). This team will be responsible for partnering with the Leadership Team and the applicable secondary and post-secondary stakeholders to design, implement, monitor, and review the consortium plan. As one means of supporting continuous improvement, the Secondary Coordinator will secure professional membership in ACTE and MACTA. Please note that the Goodhue County Education District is the fiscal host for the secondary award and Indirect Costs are billed for this service.

With the help of the Transition Team and Leadership Team, the Southeast Consortium is planning to take the following steps to address consortium criteria and, especially, size, scope, and quality:

Consortium Criteria:
Please see Plan Narrative #2 and CLNA Element #3 for more information for strategic planning to support the implementation of new Programs of Study as well as strengthening current Programs of Study.

Size, Scope, and Quality:
The Southeast Consortium is planning to support the size, scope, and quality of CTE programming primarily based on leveraging partnerships to increase the quality of CTE programming across Southeast Minnesota. It is important to note that the Southeast Consortium consists of mostly rural and small secondary schools. In these schools, CTE instructors are often one-person departments and their ability to design, implement, and run two, three, and four class sequences within a Program of Study is often limited due simply to the fact that there is not a way to do this given the staffing and teaching schedule constraints. For this reason, many of the strategies described in CLNA Element #2 are dependent on partnerships (and please also see Narrative #3 for related information).

We have made very purposeful efforts in this two-year plan to grow partnerships across our region with great intentionality. As we move forward, we will continue to pursue with vigor opportunities for sharing, collaborating, and developing cross-

consortium partnerships. Ultimately we will be assessing ways that collaboration can lead to more effective use of limited dollars, and that cross-collaboration can result in the pollination of ideas that are beneficial to us as a region, not just as independent consortia.

In terms of size, scope, and quality strategies, we are proposing the following:

Size:

- Develop and implement a communication/marketing plan for the purpose of increasing parent knowledge of the opportunities in Career and Technical Education.

- Support the use of MCIS as a career exploration tool for the purpose of providing accurate information to students in regard to potential future career pathways.

- Continue dialogues with neighboring consortia to examine opportunities to partner to increase our size and reach, while deepening the opportunities to create regionally-focused endeavors that strengthen all of our work in new, less siloed ways.

Scope:

- Support the creation, refinement, and/or implementation of business and industry site visits.

- Support the creation, refinement, and/or implementation of career expos/fairs.

- Support the use of Career Technical Student Organizations (CTSOs) as opportunities for students to develop technical and leadership skills that will enable success in their career paths

Quality:

- Identify, determine, and/or support the purchase and use of equipment and/or curriculum and/or curriculum writing to strengthen existing Programs of Study and/or develop new Programs of Study - with an emphasis in both cases on equity of access.

- Engage in high-quality professional development opportunities in order to improve the quality of CTE programming and opportunities in Southeast Minnesota.

- Support regional and local career pathways efforts such as the Winona Area Chamber of Commerce Business Education Network/Reach Program, the Goodhue County Earn & Learn Youth Skills Training program, the Red Wing Flight Paths initiative, the Spring Grove CEO Program, the Students Learning Advanced Manufacturing Hubs, the Bluff Country Collaborative programming, the Southeast Service Cooperative/STEMForward and CTE Rural Funds programming, Students Learning Advanced Manufacturing Hubs, and Workforce Development, Inc. programming. These collaborative career pathways programs also help support the size and scope categories. Please note that the bulk of the Secondary Coordinator mileage reimbursement will go to support involvement in these partnerships, as well as to more individualized supports for consortium stakeholders.

- Develop and implement a Teacher Externship program (pending available dollars).

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.

Section 135 Fund Uses (in bold):

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

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.

The Southeast Consortium proposes to foster innovation and promote the development,

implementation, and adoption of high-skill, high-wage, and/or in-demand programs of study or career pathways through the following:

- Provide funding that contributes to the start-up of a new Program of Study offering at Lake City's Lincoln High School [Engineering, Manufacturing, and Technology > Architecture and Construction > Construction > Construction Technology (AAS, DIP)]

- Provide funding for the implementation of an industry certification pilot program at Plainview-Elgin-Millville High School for 21st Century Skills/Professional Skills.

- Provide funding to enable Job-Alike Regional Meetings encompassing the following groups:

  - Agriculture and Industrial Technology

  - Business

  - Family Consumer Science

  - School Counselors

  These Job-Alike Regional Meetings are designed to reduce isolation among consortium CTE instructors as well as to identify and promote promising and proven career and technical education programs and strategies. It is important to note that the Job-Alike Regional Meetings will also include learning from partners, or possible partners - for example, Adult Basic Education, the Southeast Service Cooperative/CTE Rural Grants programs, and Workforce Development, Inc.

- Provide funding for the opportunity to participate in Regional Articulation meetings in order to increase the number of secondary schools offering early college credit within CTE programs. While we have participated in these previously, we are looking to dramatically grow the ways in which we participate in and make use of these gatherings. Particularly on the post-secondary side, we have not previously taken advantage of these opportunities to create day-long planning sessions between secondary and post-secondary instructors. Moving forward, we will work to create a robust and innovative day-long program for instructors that participate in Articulation meetings, seeking to foster planning, sharing, and brainstorming to further the creative ways that can strengthen articulations and pathways for students. This will also serve as a springboard to further our work in narrative 7, as we utilize multiple methodologies to strengthen pathways in early college. We heard clearly from instructors in our CLNA that they want more opportunities to collaborate with colleagues across secondary/post-secondary. And this past year our consortium piloted what we called a "collaborative forum" for jobalike instructors at secondary and post-secondary to connect and plan. When we did this work, with business pathway instructors, the number one area of interest was strengthening articulations--not the agreements themsleves, but the collaboration around them. This work has paved the way for us to develop a robust, collaborative new structure that turns these articulation meetings into truly benefical days for our faculty instructors.

- Develop and host a program review sequence for Work-Based Learning Transition instructors in order to increase opportunities for students to access high-skill, high-wage, and/or in-demand career pathways.

- Participate in applicable Southeast Service Cooperative programs (i.e. STEMForward, FutureForward, FutureReady, and Career Navigators) as a means of supporting the identification and promotion of promising and proven career and technical education programs and strategies.

- Develop and implement a communication/marketing plan for the purpose of increasing parent knowledge of the opportunities in Career and Technical Education, including in regards to regional and local Programs of Study.

- Support the participation of secondary instructors in high-quality career and technical education professional development as a means of enabling the review, adoption, and implementation of innovative instructional practices and programs (including Teacher Externships).

- Increase support to rural areas including special populations through resources like technology, equipment, professional development and regional shared initiatives.

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

Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$0.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	$1,500.00
Postsecondary Subtotal	$1,500.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	$5,500.00
Secondary Subtotal	$5,500.00
TOTAL	$7,000.00

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
Brian Cashman	Secondary Coordinator	Secondary	414031	30%	35,066.00
Cindy Kottke	Perkins Assistant	Postsecondary		12%	9,000.00
Jeannie Meidlinger	Director of Secondary Relations	Postsecondary		36%	39,000.00

Attach all Position descriptions as .PDF documents prior to submitting this application

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

Position Description
  FY21-FY22 Secondary Coordinator Job Description

Position Description
  FY21-FY22 Post-Secondary Coordinator Job Description

Position Description
  FY21-FY22 Post-Secondary Perkins Assistant Job Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

State-recognized Program of Study 1

POS 1

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

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.

Caledonia High School, 019901

Cannon Falls High School, 019901

Chatfield High School, 019901

Dover-Eyota High School, 019901

Fillmore Central High School, 019901

Goodhue High School, 019901

Kenyon-Wanamingo High School, 019901

Lake City High School, 019901

Lanesboro High School, 019901

Lewiston-Altura High School, 019901

Plainview-Elgin-Millville, 019901

Red Wing High School, 019901

Rushford-Peterson High School, 019901

Saint Charles High School, 019901

Spring Grove High School, 019901

Winona High School, 019901

Zumbrota-Mazeppa High School, 019901

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

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

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

Minnesota State College Southeast, Farm Maintenance (Certificate)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)

- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Work Experience		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Farm Maintainence Certificate		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

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

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

Component is present?

◉ Yes
◯ No

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

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

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

Component is present?

◉ Yes
◯ No

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

Minnesota Department of Education Table C (Secondary)
Minnesota Department of Education Program Approval (Secondary - updated 11/1/20)

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")

Minnesota State Program Inventory (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

Please see "Secondary Budget (Sec. Award by PoS and Sec. Award by Category)" and "Equipment Inventory" (Secondary)
Advisory Committee Meeting Minutes (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

Please see "Secondary Experiential Learning Inventory" (Secondary)
Program Plan (Post-Secondary)

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

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

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc.) (Secondary and Post-Secondary)

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

State-recognized Program of Study 2

POS 2

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

| Business, Management, & Administration ▼ |

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

| Accounting ▼ |

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

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

List high school(s) and program code here.

Caledonia, 140710
Cannon Falls, 140710
Dover-Eyota, 140710
Fillmore Central, 140710
Goodhue, 140710
Houston, 140710
Kenyon-Wanamingo, 140710
La Crescent-Hokah, 140710
Lanesboro, 140710
Lewiston-Altura, 140710
Plainview-Elgin-Millville, 140710
Red Wing, 140710
Rushford-Peterson, 140710
Wabasha-Kellogg, 140710
Winona, 140710

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

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

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

Minnesota State College Southeast, Accounting (AAS and Diploma)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Work Experience		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Accounting (AAS)	Accounting (Diploma)	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ● Yes
- ○ No

List of Evidence (if not present, enter "N/A")
Course Syllabi (Secondary)
Course Outlines (Post-Secondary)

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

Component is present?
- ● Yes

○ No

List of Evidence (if not present, enter "N/A")
Advisory Committee Meeting Minutes (Secondary and Post-Secondary)
Comprehensive Local Needs Assessment Analysis (Secondary and Post-Secondary)
Consortium Leadership Team (Secondary and Post-Secondary)

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

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")
Minnesota Department of Education Table C (Secondary)
Minnesota Department of Education Program Approval (Secondary - updated 11/1/20)

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")

Minnesota State Program Inventory (Post-Secondary)

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

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")
Please see "Secondary Budget (Sec. Award by PoS and Sec. Award by Category)" and "Equipment Inventory" (Secondary)
Advisory Committee Meeting Minutes (Post-Secondary)

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

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")
Please see "Secondary Experiential Learning Inventory" (Secondary)
Program Plan (Post-Secondary)

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

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

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc.) (Secondary and Post-Secondary)

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.

| Engineering, Manufacturing, & Technology ▾ |

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

| Construction ▾ |

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

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

List high school(s) and program code here.

Caledonia, 019901 (courses 48, 49, and 50)
Cannon Falls, 171000
Goodhue, 171000
Houston, 171000
Kenyon-Wanamingo, 171000
Lake City, 171000
Lanesboro, 171000
Lewiston-Altura, 171000
Mabel-Canton, 171000
Plainview-Elgin-Millville, 171000
Red Wing, 171000
Rushford-Peterson, 171000
Winona, 171000
La Crescent-Hokah, 171016 (courses 01 and 02)
Wabasha-Kellogg, 171016 (courses 01 and 02)

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.

Minnesota State Colleget Southeast, Construction Technology (AAS and Diploma), Electric Guitar Building (Certificate), Guitar Development and Production (Diploma), Guitar Repair and Building (Diploma)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	Project Lead the Way		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Construction Technology (AAS and Diploma)	Band Instrument Repair (Diploma and Certificate)	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

Course outlines (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

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

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

Component is present?

◉ Yes
◯ No

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

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval (Secondary - updated 11/1/20)

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")

Minnesota State Program Inventory (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

Please see "Secondary Budget (Sec. Award by PoS and Sec. Award by Category)" and "Equipment Inventory" (Secondary)

Advisory Committee Meeting Minutes (Post-Secondary)

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

aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

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

Please see "Secondary Experiential Learning Inventory" (Secondary)

Program Plan (Post-Secondary)

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

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

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc.) (Secondary and Post-Secondary)

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

State-recognized Program of Study 4

POS 4

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

Engineering, Manufacturing, & Technology	▼

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

Maintenance, Installation, and Repair	▼

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

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

List high school(s) and program code here.

Goodhue, 171000

Houston, 171000

Kenyon-Wanamingo, 171000

La Crescent-Hokah, 171000

Lewiston-Altura, 171000

Red Wing, 171000

Wabasha-Kellogg, 171000

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.

Minnesota State College Southeast, Mechatronics Technology (AAS), Band Instrument Repair (AAS and Diploma), Violin Repair (Diploma)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			

Work-based Learning	Interships	Immersions	NSF Grant and Advanced Manufacturing Hubs
Licensure			
Certification	OSHA-10		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Mechatronics (AAS)	Band Instrument Repair (AAS and Diploma)	Violin Repair (Diploma)
Work-based Learning	NSF and Advanced Manufacturing Hubs		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

Course Outlines (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

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

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

Component is present?

◉ Yes
◯ No

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

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval (Secondary - updated 11/1/20)

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")

Minnesota State Program Inventory (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

Please see "Secondary Budget (Sec. Award by PoS and Sec. Award by Category)" and "Equipment Inventory" (Secondary)

Advisory Committee Meeting Minutes (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

Please see "Secondary Experiential Learning Inventory" (Secondary)

Program Plan (Post-Secondary)

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

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

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc.) (Secondary and Post-Scondary)

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

State-recognized Program of Study 5

POS 5

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

[Engineering, Manufacturing, & Technology ▼]

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

[Production ▼]

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.

Caledonia, 019901

Cannon Falls, 019901

Chatfield, 019901

Dover-Eyota, 019901

Goodhue, 019901

Kenyon-Wanamingo, 019901

La Crescent-Hokah, 170321

Lanesboro, 019901

Lewiston-Altura, 019901

Red Wing, 170321

Wabasha-Kellogg, 172302 and 172306

Winona, 170321

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.

Minnesota State College Southeast, Bicycle Fabrication (Diploma), CNC Machine Tool (Diploma), Machining Basics (Certificate), Machining Rights Skills Now (Certification), Precision Machining (Diploma), Prototype Engineering (Certificate), Welding Technology (Diploma)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internships	Immersions	NSF Grant and Advanced Manufacturing Hubs
Licensure			
Certification	OSHA-10		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Welding Technology (Diploma)	Bicycle Fabrication (Diploma)	Other (see listing above)
Work-based Learning	NSF Grant and Advanced Manufacturing Hubs		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
- ◉ Yes
- ○ No

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

Course outlines (Post-Secondary)

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

Component is present?
◉ Yes
○ No

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

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

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

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")
Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval (Secondary - updated 11/1/20)

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")

Minnesota State Program Inventory (Post-Secondary)

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

Component is present?
◉ Yes
○ No

List of Evidence (if not present, enter "N/A")
Please see "Secondary Budget (Sec. Award by PoS and Sec. Award by Category)" and "Equipment Inventory"

(Secondary and Post-Secondary)

Advisory Committee Meeting Minutes (Post-Secondary)

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

Component is present?
- ● Yes
- ○ No

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

Please see "Secondary Experiential Learning Inventory" (Secondary)

Program Plan (Post-Secondary)

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
- ● Yes
- ○ No

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

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc.) (Secondary and Post-Secondary)

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

State-recognized Program of Study 6

POS 6

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

Health Science Technology	▼

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

Therapeutic Services	▼

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

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

List high school(s) and program code here.

Plainview-Elgin-Millville, Pending (November 1, 2020)

Rushford-Peterson, 070300

Zumbrota-Mazeppa, 070300

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

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

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

Minnesota State College Southeast, Practical Nursing (Diploma)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Clinicals		
Licensure			
Certification	Certified Nursing Assistant		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Practical Nursing (Diploma)		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

◉ Yes
◯ No

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

Course Syllabi (Secondary)

Course Outlines (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

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

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

postsecondary credits/credentials.

Component is present?

◉ Yes
◯ No

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

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval (Secondary - updated 11/1/20)

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")

Minnesota State Program Inventory (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

Please see "Secondary Budget (Sec. Award by PoS and Sec. Award by Category)" and "Equipment Inventory" (Secondary and Post-Secondary)
Purchasing Plan for Updating Skills and Simulation Labs (Post-Secondary)
Advisory Committee Meeting Minutes (Post-Secondary)

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

Component is present?

◉ Yes
◯ No

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

Please see "Secondary Experiential Learning Inventory" (Secondary)
Program Plan with clinical work experiences (Post-Secondary)
Course Syllabi and Outlines (Post-Secondary)
Program Handbook (Post-Secondary)
Program Plan (Post-Secondary)

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

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

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc.) (Secondary and Post-Secondary)

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

Component is present?

◉ Yes
◯ No

State-recognized Program of Study 7

POS 7

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

Human Services ▼

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

Education and Training ▼

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

Teaching/Training ▼

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

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

List high school(s) and program code here.

Caledonia, 090101
Dover-Eyota, 090101
Goodhue, 090101
Kenyon-Wanamingo, 090101
La Crescent-Hokah, 090101
Lake City, 090101
Red Wing, 090101
Rushford-Peterson, 090101
Spring Grove, 090101
Wabasha-Kellogg, 090101
Winona, 090101
Zumbrota-Mazeppa, 090101

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

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

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

Minnesota State College Southeast, Early Childhood Education (AAS and Diploma), Child Care Assistant (Certificate)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internship (Early Childhood)		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Early Childhood Education (AAS)	Early Childhood Education (Diploma)	Child Care Assistant (Certificate)
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?
◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")
Course Syllabi (Secondary)
Course Outlines (Post-Secondary)

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

Component is present?

◉ Yes
○ No

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

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

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

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")
Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval (Secondary - updated 11/1/20)

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")

Minnesota State Program Inventory (Post-Secondary)

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

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")
Please see "Secondary Budget (Sec. Award by PoS and Sec. Award by Category" and "Equipment Inventory" (Secondary)

Advisory Committee Meeting Minutes (Post-Secondary)

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

Component is present?

◉ Yes
○ No

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

Please see "Secondary Experiential Learning Inventory" (Secondary)

Program Plan (Post-Secondary)

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

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

Comprehensive Local Needs Assessment - Labor Market Data Analysis (DEED, WIOA, CAREERwise, Workforce Development, Inc.) (Secondary and Post-Secondary)

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

Additional Documentation

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

Statements of Assurances (Attached as one large PDF file):
FY21-FY22 Statements of Assurance

Secondary Supplemental Budget:
FY21-FY22 Secondary Supplemental Budget Sheet for Amplifund

Consortium Consolidated Equipment Inventory
FY21-FY22 Equipment Inventory (Consolidated)

Additional Material
FY21-FY22 Plan B for Amplifund

Additional Material
FY21-FY22 Secondary Experiential Learning Inventory for Amplifund

Additional Material:
FY21-FY22 Programs of Study with Labor Market Data

Additional Material:
Southeast

Additional Material:
Checklist Southeast MN

Additional Material:
Kenyon-Wanamingo SoA

Additional Material
Lewiston-Altura SoA

Additional Material:
SE POS

Additional Material:
Southeast Consortium Plan_ Resubmitted

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		
f. Postsecondary Non-Personnel	$1,500.00	$1,500.00
g. Postsecondary Equipment	$41,600.00	$41,600.00
Secondary Non-Personnel	$89,065.53	$89,065.53
Subtotal	**$132,165.53**	**$132,165.53**
E) Narrative 5: Special Populations		
f. Postsecondary Non-Personnel	$9,000.00	$9,000.00
Secondary Non-Personnel	$572.34	$572.34
Subtotal	**$9,572.34**	**$9,572.34**
H) Narrative 8: Support to Professionals		
f. Postsecondary Non-Personnel	$3,000.00	$3,000.00
Secondary Non-Personnel	$13,050.42	$13,050.42
Subtotal	**$16,050.42**	**$16,050.42**
I) Narrative 9: Performance Gaps		
f. Postsecondary Non-Personnel	$3,000.00	$3,000.00
Subtotal	**$3,000.00**	**$3,000.00**
J) Narrative 10: Consortium Governance		
e. Postsecondary Personnel (Salary and Benefits)	$48,000.00	$48,000.00
f. Postsecondary Non-Personnel	$501.49	$501.49
h. Postsecondary Admin (5% max)	$5,610.61	$5,610.61
Secondary Admin (5% max) UFARS 895	$7,602.33	$7,602.33
Secondary Non-Personnel	$1,200.00	$1,200.00
Secondary Non-Personnel: Secondary Coordinator Mileage	$5,000.00	$5,000.00
Secondary Non-Personnel: Secondary Coordinator Professional Memberships	$730.00	$730.00
Secondary Personnel (Salary and Benefits)	$34,826.00	$34,826.00
Subtotal	**$103,470.43**	**$103,470.43**
K) Narrative 11: Reserve Funds		
f. Postsecondary Non-Personnel	$18,177.36	$18,177.36
g. Postsecondary Equipment	$20,400.00	$20,400.00
h. Postsecondary Admin (5% max)	$2,030.39	$2,030.39

	Grant Funded	Total Budgeted
Secondary Admin (5% max) UFARS 895	$2,030.39	$2,030.39
Secondary Non-Personnel	$1,650.00	$1,650.00
Secondary Non-Personnel	$1,175.00	$1,175.00
Secondary Non-Personnel	$1,000.00	$1,000.00
Secondary Non-Personnel	$1,500.00	$1,500.00
Secondary Non-Personnel	$3,500.00	$3,500.00
Secondary Non-Personnel	$4,500.00	$4,500.00
Secondary Non-Personnel	$6,154.00	$6,154.00
Secondary Non-Personnel	$7,447.78	$7,447.78
Secondary Non-Personnel	$11,650.58	$11,650.58
Subtotal	**$81,215.50**	**$81,215.50**
Total Proposed Cost	$345,474.22	$345,474.22

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)

Secondary Non-Personnel

Object Code: 303 Programs of Study: Equipment, Curriculum, Curriculum Writing, Site Tours, Career Technical Student Organizations (CTSOs)

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)

Secondary Non-Personnel

Object Code: 303 Work Skills Challenge Day

H) Narrative 8: Support to Professionals

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

Secondary Non-Personnel

    Object Code: 303 Professional Development

I) Narrative 9: Performance Gaps

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

J) Narrative 10: Consortium Governance

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

Secondary Personnel (Salary and Benefits)

    Object Code: 303

Secondary Non-Personnel: Secondary Coordinator Mileage

    Object Code: 366 Secondary Coordinator Mileage

Secondary Non-Personnel: Secondary Coordinator Professional Memberships

    Object Code: 303 Secondary Coordinator Professional Memberships/Professional Development (ACTE, MACTA, CTE Works!)

Secondary Admin (5% max) UFARS 895

    Object Code: 895 Fiscal Host Indirect Cost (Basic)

Secondary Non-Personnel

    Sub costs for Leadership Team members to attend Leadership Team meetings

K) Narrative 11: Reserve Funds

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

Secondary Admin (5% max) UFARS 895

    Object Code: 895 Fiscal Host Indirect Cost (Reserve)

Secondary Non-Personnel

    Object Code: 820 Organization Membership - Southeast Service Cooperative

Secondary Non-Personnel

Object Code: 820 Consortium Membership - Southern Regional Articulation/CTEcreditMN.com

Secondary Non-Personnel

Object Code: 303 Work-Based Learning Transition Programming Review and Planning

Secondary Non-Personnel

Object Code: 303 Regional Articulation Participation

Secondary Non-Personnel

Object Code: 303 Equipment to start a new Program of Study (Construction Technology / Lake City)

Secondary Non-Personnel

Object Code: 303 Participation in Job-Alike Regional Meetings (Agriculture/Industrial Technology, Business, Family Consumer Sciences, School Counselors)

Secondary Non-Personnel

Object Code: 303 Industry Certification

Secondary Non-Personnel

Object Code: 303 Regional Communication/Marketing Plan

Secondary Non-Personnel

Professional Development