



FY 21-22 Perkins V Application SW Metro

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

Submitted by Robert Lowe

Submitted on 06/19/2020 2:01 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Yingfah Thao

Public Link

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

Is Published

Yes

Submission Information

Submission Window

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

Submission Timeline Additional Information

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

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

FY 21-22 Perkins V Application SW Metro

Total Amount of Award Requested

\$893,431.61

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

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

Normandale Community College
Belle Plaine School District
Bloomington School District
Central School District, Norwood
Eastern Carver County School District
Edina School District
Jordan School District
Mound/Westonka School District
New Prague School District
Orono School District
Prior Lake/Savage School District
Richfield School District
Shakopee School District
SouthWest Metro Intermediate District
Waconia School District
Watertown School District

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

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

See the CLNA Framework Attachment. We will be referencing specific sections of the CLNA as we address the rest of the narratives. We will not be summarizing the framework here as the CLNA framework is the distillation of over 670 pages of research and is itself a summary.

Besides we don't want to repeat ourselves excessively and subject you to the pain of having to read the same information countless times. Last year we used funds from reallocated dollars to pay for the CLNA research. For these upcoming years we will continue to refine our efforts in gathering meaningful and actionable data. This will include a continued effort to reach out and gather information from key stakeholders and update labor market, and secondary and postsecondary alignment. Section 135 (b)(6). The CLNA also provides the basis for use of funds from other 5 subparts.

Strategy 1: CLNA Framework. MEASURE: Continuing use of RealTime Talent report and 2020 SW Metro survey results, as well as monitoring employment data from DEED. In the ensuing year we will be gathering survey data from postsecondary stakeholders.

Strategy 2: Performance Indicator Data. MEASURE: Continue to disaggregate MDE data by district and consortium to focus on plan strategies. Continue to work with institutional research and system office to disaggregate data to focus on plan strategies.

Local Uses of Funds: Develop and Implement Evaluations

Budget Goal 5: Consortium Governance/Comprehensive Local Needs Assessment: 3S1: Post-Program Placement

Upload your completed CLNA Framework

SWMetro Perkins-V-CLNA-Reporting-Framework-Non-Accessible-Version-August-13-2019

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

Narrative 2: Programs of Study

Programs of Study Narrative

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

The CLNA supported the inclusion of the 7 existing programs of study. The supporting CLNA documentation included area labor market demand. All 7 programs of study offer early college experience, alignment and sequencing of classes at both the secondary and postsecondary level.

The CLNA also indicated that both secondary and postsecondary have some challenges in assisting special populations and underrepresented groups to access and succeed in the pathways, and to gain postsecondary credentials, certificates, or degrees.

We also have a strong indication that an 8th program of study should be developed and that is accounting within the finance cluster.

Strategy 1: Explore Finance as a POS. MEASURE: Input and decision from K-12, PS, Bus & Industry as to whether to move forward or not.

Strategy 2: Re-evaluate programs within Ag, Food, and Natural Resources. MEASURE: Input and decision from K-12, PS, Bus & Industry, and CTSOs to create POS in the ag field that most closely mirrors regional workforce needs. Agriculture, Food and Natural Resources: Natural Resources, Agri-Business, Power structural and technical systems (brokered with South Central College).

Strategy 3: Continue to explore new POS in regard to changing/new technologies and workforce needs. MEASURE: Input from Advisory Committees, workforce agencies, etc. in regard to regional programming needs for workforce development (i.e.: Drone operations, Wind Technology, Cyber Security, etc.)

Strategy 4: Outreach to middle schools for participation and growth of POS. MEASURE: Work with Olson Middle School to develop a pilot for outreach to middle schools including CTSO.

Strategy 5: Continue to reach out to ABE programs and underrepresented groups to support inclusion in POS. MEASURE: Work with ABE contacts to explore additional pathway opportunities. Identify underrepresented subgroups to expand outreach through community partners.

Strategy 6: Review alignment of course sequences in POS. MEASURE: Create a detailed list of dual enrollment secondary and postsecondary courses as they relate to degree programs and occupational pathways and potentially expand from there.

Strategy 7: Continued support of CTSOs in maintaining Size, Scope and Quality of CTE programming, along with leadership opportunities for our CTE students. MEASURE: Track number of students involved in CTSO activities in the individual districts, at the regional, state, and national levels.

Narratives #2, #4, #5, #6, #7, #8, and #9

Local Uses of Funds: Sec. 135 (b)(1, A-F); (2, A-I);(3); (4, A-B); (5, A-T)

Budget Goal 1: Program of Study/Integrated Academic and Technical Skills 1S1: 4-Year Cohort Graduation Rates; 1S2: 7-Year Cohort Extended Graduation Rates; 1P1: Postsecondary Retention and Placement; 2P1: Earned Recognized Postsecondary Credentials

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

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

WIOA Narrative

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

The alignment with local workforce center, boards, and agencies also will parallel some of our efforts to reach out to special populations and use “reserve fund” funds. We are looking to support a number of secondary and postsecondary activities and initiatives that involve the inclusion of the above stakeholders.

The **Paraprofessional/Teacher Assistant Pathway** initiative will serve adult learners, people of color, disadvantaged individuals, and others who aspire to work in education but have not had the opportunity or the means to participate in a traditional education program. Partners include Normandale, Bloomington School District, Metro South Basic Education, and Project for Pride and Living.

We collaborate with workforce centers by co-sponsoring resource fairs, job clubs, and career events both on-campus and at the workforce center. This strong working relationship offers adult job seekers coordinated resources and referrals to appropriate services and educational pathways. Normandale Community College’s Continuing Education Customized Training (CECT) department participates in WIB board meetings and other workforce initiatives, and contributes to various committees to create a bridge between the workforce and education.

The **Human Services Pathway (HSP) Program**—a nine-month customized training partnership between Normandale Community College, Hennepin County, Dakota County, Ramsey County and Project for Pride and Living (PPL)—completed the sixth cohort in 2018/2019. The Human Services Pathway program integrates non-credit essential workplace skills courses, college credit human services classes, as well as sessions on topics related to work readiness, financial literacy and independent living.

The primary focus of the program is to create a pipeline of skilled workers for the Human Services sector—specifically for roles such as Human Services Representative, Financial Worker, Program Associate, and Child Support Specialist in one of the partner counties. PPL works with students as they manage potential barriers that might impede success by providing career navigation, counseling, and support services throughout the program. The county partners participate by contributing to content and by organizing students for tours, mock interviews, and job shadowing experiences.

Strategy 1: Paraprofessional Grant. MEASURE: Align data and initiatives to GYO and other initiatives to fulfill grant requirements. Narratives #3, #5, #8, and #11

Local Uses of Funds: Section 135 (b) (1, A-F); (2, A-I); (3); (4, A-B); (5, A-T); (6)

Budget Goal 2: Partnerships: WIOA/Support to Professionals

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.

Southwest Metro consortium will continue to improve the academic and technical skills of students in our CTE programs by examining content alignment and measuring student success. We utilize measures such as academic testing, class progression, and program advancement to examine and assess success.

If the results of the measures indicate misalignment or lack of quality, remedial strategies will be developed and implemented.

- From CLNA efforts, SW Metro's Action Plan incorporates continued support for CTSO's to maintain Size, Scope and Quality of CTE Programming. We will track number of students involved in CTSO activities in the individual districts, at the regional, state and national levels and curriculum leading to certifications. Please reference Element #2 Action Plan 5.

- SW Metro will explore best practices from other consortia as to how measures and assessments are reviewed and retained.

And as always, Southwest Metro Secondary Consortia members look for ways to integrate and award academic credit within the CTE curriculum to the extent possible and applicable.

Additional measures to warrant rigorous content alignment with academic standards are as follows:

- Alignment of secondary to postsecondary curriculum and pathways through concurrent enrollment offerings. Alignment of curriculum and NACEP approved!
- Sequence of courses available to students; secondary and postsecondary
- Normandale's standards of Common Course Outlines and courses' learning objectives vetted through our institutions review board, HLC, and CTE program advisory boards.
- Through technical skill assessments, students' growth in technical skills are measured. We will review this data to improve the curriculum and improve student performance.
- Review and determine appropriate TSA tool to support. We will examine and evaluate, with district feedback, on appropriate TSA's including Precision Exams/YouScience.
- Due to the impacts of COVID-19, additional TSA measurements and content alignment will be examined on an ongoing basis.

Strategy 1: Continued support of CTSOs in maintaining Size, Scope and Quality of CTE programming, along with leadership opportunities for our CTE students. MEASURE: Track number of students involved in CTSO activities in the individual districts, at the regional, state, and national levels.

Strategy 2: Recruitment and support for English Learners into CTE programs MEASURE: Track number of events and student attendance, number of counseling contacts, number of presentations to underrepresented groups. Explore the reasons why English Learners are underrepresented with regard to performance indicators and develop strategies to address these factors. At this point we are uncertain as to the causes of the poor performance. We will not only be examining possible reasons but also looking at best practices in working with ELL students to improve their success. Narratives #4, #5 and #11.

Strategy 3: Continue to educate and recruit non-traditional students into CTE programs. MEASURE: Track number of events and student attendance, number of counseling contacts, number of presentation to underrepresented groups. Narratives #4 and #5

Local Uses of Funds: Section 135 (b)(4, A-B)

Budget Goal 1: Program of Study / Integrated Academic and Technical Skills: 1S1: 4-Year Cohort Graduation Rates; 1S2: 7-Year Cohort Extended Graduation Rates; 1P1: Postsecondary Retention and Placement; 2P1: Earned Recognized Postsecondary Credentials

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.

At the postsecondary level, much of the work with students with disabilities comes through the Office for Students with Disabilities (OSD). Normandale is implementing a new program called the Access Program for OSD students who experience significant educational barriers. The goal is to provide an additional level of assistance to as many as 40 OSD students each school year. Assistance to the students includes, but is not limited to, program registration, study strategies, organization and time management, as well as encouragement to use college resources. Perkins funds will continue to support their efforts in reaching out to CTE students with disabilities. This effort is twofold: 1.) support the Director of Project Access and 2.) provide funding for educational resources or other needed services.

Also, all OSD students are invited to attend a “Review of Accommodation” session in order to improve their success as a college student. During each session, students are given a brochure with all of their accommodations, other college resources including the Tutoring Center, Advising & Counseling, clubs and organizations, software and IT assistance including D2L, as well as information about self-advocacy, time management and study skills, and career programs. At the end of the “Review of Accommodation” session, students can receive free organizational materials, including Normandale planners, folders, and highlighters, so they begin their semester with needed organizational tools.

The secondary Career Cluster data shows 15.12% Individuals with Disabilities. In response to our Parent/Caregiver survey (spring 2020) 67.6% responses indicated no special education services received. They also overwhelmingly (78.6%), said course selection is based on career guidance. To address this, the SW Metro Consortium is continuing to support Precision Exams for secondary and postsecondary students. With the merger of YouScience and Precision Exams (spring 2020), we started training on the enhanced features of career and aptitude identification through inventories. Our pilot projects to introduce this focused career tool, will be Bloomington Special Education and Transition departments, Project Access, and a new initiative between the NCC Office of Educational Equity and Olson Middle School in Bloomington. Consortium districts will also start to review the new product and make individual district decisions on expanded usage. Summary data through YouScience will be available.

The work for the next two years will be based on 18-19 data. The 19-20 district data may become an anomaly, exacerbated by the COVID-19 crisis. As we return to new ways of educating, we will be working to find responsive and equitable systems. We may find the opportunities to transform educational delivery. Meeting immediate needs of special populations for food, housing and job stability, will be taking priority for the next two years. We know now that societal structures reinforce insecurity outcomes for many special populations. This is also true for educators of special population students. We do have CLNA data prior to COVID to build upon and work to initiate new responsive measures. The work with special populations has always relied on more unique interactions to facilitate learning. This brings educators to listen and learn from all populations in new ways, with a goal of an improved alignment of systems, access and opportunity in educational settings that lead to equitable outcomes.

Enhance Your English Speaking Skills project - Will help people to better enunciate their words and pronounce sounds in a way that is easily understood. In this accent reduction effort, individuals learn to accurately pronounce all English vowel and consonant sounds. They learn to retrain their ear, lips, and tongue by imitating sounds and learning self-correcting techniques. Additionally, they learn to translate and identify difficult sounds using the International Phonetic Alphabet (IPA), while also practicing specific sounds with word lists, drills, and sentences. Clear speech and pronunciation is also applied to reading, conversation, and the speaking requirements of a job. In many career and technical programs there is a need to provide this skill and support. In the coming year, it is expected that learning may need to take place virtually. As a result, participant size would be limited to no more than eight students, with an ideal size of six. The majority of students in these classes would come from our Human Services Pathway or other related CTE programs.

Human Services Pathway (HSP) Program. A nine-month customized training partnership between Normandale Community College, Hennepin County, Dakota County, Ramsey County and Project for Pride and Living (PPL)—completed the sixth cohort in 2018/2019. The Human Services Pathway program integrates non-credit essential workplace skills courses, college credit human services classes, as well as sessions on topics related to work readiness, financial literacy and independent living. The primary focus of the program is to create a pipeline of skilled workers for the Human Services sector—specifically for roles such as Human Services Representative, Financial Worker, Program Associate, and Child Support Specialists in one of the partner counties. PPL works with students as they manage potential barriers that might impede success by providing career navigation, counseling, and support services throughout the program. The county partners

participate by contributing to content and by organizing students for tours, mock interviews, and job shadowing experiences.

Men of Color Project. Project works with Black and Hispanic young men attending the following high schools Burnsville, Eden Prairie, Hopkins, Kennedy, Richfield, Shakopee, South, Washburn, among others. Young men of color have not been well-served by existing secondary and postsecondary institutions. The project will focus on influencing counteracting elements in societal and cultural norms and systems and institutional spheres. The project will provide in-depth exploration of teaching as a career pathway.

Strategy 1: K-12 partnership with Intro to Education, etc. concurrent enrollment opportunities for students. MEASURE: Increase the number of schools offering the education pathway and increase the number of students participating and succeeding in these classes. Narratives #5, #6, #7, and #8.

Strategy 2: Grow Your Own Grant. MEASURE: Align data and initiatives with NCC and district GYO grant goals within SWM.

Strategy 3: Continue to reach out to ABE programs and underrepresented groups, and students with disabilities to support inclusion and success in POS. MEASURE: Work with ABE contacts to explore additional pathway opportunities. Identify underrepresented subgroups to expand outreach through community partners. Track completion and placement rates for the HSP project. Narratives #2 and #5.

Strategy 4: Continue to educate and recruit non-traditional students into CTE programs. MEASURE: Track number of events and student attendance, number of counseling contacts, number of presentations to underrepresented groups and also examine performance indicator data to monitor change. Narratives #4 and #5.

Strategy 5: Recruitment and support for English Learners into CTE programs. MEASURE: Track number of events and student attendance, number of counseling contacts, number of presentations to underrepresented groups. Explore the reasons why English Learners are underrepresented with regard to performance indicators and develop strategies to address these factors. Narratives #4 and #5 and #11.

Strategy 6: Men of Color. MEASURE: Create a start up pilot for encouraging men of color to participate in CTE pathways. Narratives #5, #8 and #9.

Strategy 7: Expansion of outreach efforts to underrepresented students in CTE. MEASURE: Track number of events and student attendance, number of counseling contacts, number of presentation to underrepresented group.

Local Uses of Funds: Section 135 (b) (3); (4, A-B); (5, A-T)

Budget Goal 3: Special Populations / Performance Gaps: 2S1: Academic Proficiency: Reading - Language Arts; 2S2: Academic Proficiency - Mathematics; 4S1: Nontraditional Program Concentration; 3P1: Nontraditional Program Enrollment

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.

In alignment with local districts and employers, our consortium will work to expand work-based learning opportunities through various program pathways. Many of our pathways include or are developing A Spectrum of Work-based Learning Experiences including: Workplace Tours, Job Shadowing, Mentoring, Entrepreneurship, Service Learning, Internship and Apprenticeship and including speakers, practicums and clinicals.

Southwest Metro Consortium has developed strategies to support ongoing work-based learning initiatives including:

- Examining opportunities to expand concurrent enrollment offerings including those that provide work-based learning experiences. For example, Intro to Education offered through concurrent enrollment and supported in Grow Your Own Grant, provides 25 hours of practicum experience. We collaborate with partner secondary districts by engaging with secondary learners exploring the education field, and also as employers.
- Enhancing opportunities to include: Shakopee CAPs, Community Based Organizations, MnCAPS, Articulation Credits, etc.

Additionally, many partnerships are established through advisory committees. The more integrated and developed the work-based learning becomes, the more expansive our employer reach becomes.

Strategy 1: K-12 partnership with Intro to Education, etc. concurrent enrollment opportunities for students. MEASURE: Increase the number of schools offering the education pathway and increase the number of students participating in these classes. Narratives #5, #6, #7, and #8

Strategy 2: Grow Your Own Grant. MEASURE: Align data and initiatives with NCC and district GYO grants within SWM. Narratives #5, #6, #7, and #8

Strategy 3: Platforms and options for Career Exploration - supporting the Spectrum of Work Based Learning opportunities for students and staff. MEASURE: Identify Career platforms and usage. APR data for WBL programs, workplace tours, business and industry classroom experiences and their curricular impact on the classroom experience, similar to All Aspects of Industry components. Narrative #6

Local Uses of Funds: Section 135 (b)(1)(A-F)

Budget Goal 4: Work Based Learning/Early College: 5S2: Program Quality: Postsecondary Credits; 5S4: WBL Work Based Learning

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.

All of the schools in our consortium have students that participate in some form of dual enrollment that involves CTE classes or pathways. The vehicle of concurrent enrollment is the easiest one for us to track and report on; followed by articulated agreements, and finally PSEO activity. One of the things that we would like to focus on this year is gaining a better understanding of PSEO participation in CTE classes.

We have seen a steady increase in concurrent enrollment participation over the last 9 years. We have grown from awarding approximately 680 credits to this year awarding approximately 6,300 credits. What is equally impressive is that over 53% of these credits are in CTE courses and pathways.

All of our 7 POS have concurrent enrollment and PSEO classes that are part of these pathways. This coming year, we anticipate a slight increase in the total number of credits with an even higher percentage increase of participation in CTE courses and pathways. We anticipate the largest increase in the Education pathway as we are anticipating adding an additional 3 high schools and increasing the sequencing of classes to add Educational Technology.

We also will be focusing on reaching out to each of these concurrent CTE courses and providing orientation, advising, and outreach to the students.

Each year we hope to reach out to our articulated agreement classes that are in our consortium and neighboring consortiums. We have not been overly successfully in accomplishing this goal. This year we will start by identifying where these classes are and reaching out to the high schools to arrange classroom visits.

We intend to support activities that include outreach, advising, orientation and the opportunity for students to visit Normandale's campus. We also anticipate purchasing books for some of our new CTE concurrent enrollment classes to either help them start up or keep current with up-to-date texts We would only be providing textbooks for new CTE concurrent enrollment courses that align with a POS. We would not be considering e-textbooks as they are single use and for a specific student. These potential purchases would be on a limited as needed basis.

Strategy 1: K-12 partnership with Intro to Education, etc. concurrent enrollment opportunities for students. MEASURE: Increase the number of schools offering the education pathway and increase the number of students participating in these classes. Narratives #5, #6, #7, and #8

Strategy 2: Grow Your Own Grant. MEASURE: Align data and initiatives with NCC and district GYO grants within SWM. Narratives #5, #6, #7, and #8

Strategy 3: Review alignment of course sequences in POS. MEASURE: Create a detailed list of dual enrollment secondary and postsecondary courses as they relate to degree programs and occupational pathways and potentially expand from there. Narratives #2 and #7

Strategy 4: Multiple Measures. MEASURE: Align concurrent enrollment practices with Multiple Measures work. Determine if this is expanding participation into CTE pathways especially for special population groups. Narratives #7 and #9.

Local Uses of Funds: Section 135 (b)(1 A-F); (2, A-I); (3); (4, A-B); (5, A-T)

Budget Goal 4: Work Based Learning/Early College: 5S2: Program Quality:Postsecondary Credits; 5S4: WBL Work Based Learning

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.

Southwest Metro consortium will continue efforts and explore additional support opportunities to recruit and retain educational professionals. These opportunities include: Concurrent Enrollment, Paraprofessional and professional development.

We have an expansive offering of Introduction to Education through concurrent enrollment. This course is a requirement for Education and Special Education transfer pathways, and is the first course in a sequence of three education courses offered through concurrent enrollment. One initiative we will explore and support through Perkins dollars is to expand our Multicultural Admissions Day, to have a focused, intentional recruitment for the teaching professional. There are opportunities to present, provide interactive activities, student panels, or informational handouts.

Education track: Examining opportunities to expand concurrent enrollment offerings including those that provide work-based learning experiences. For example, Intro to Education offered through concurrent enrollment and supported in Grow Your Own Grant, provides 25 hours of practicum experience. We collaborate with partner secondary districts by engaging with secondary learners exploring the education field, and also as district's employers. Additional work is being done in the Paraprofessional grant; refer to Narrative #8 for more details.

Southwest Metro Consortium supports many professional organizations related to Perkins through Minnesota State and MDE. Individually, our consortia leaders are involved in numerous national, regional, and local organizations, boards, and committees; many of which are involved in professional development opportunities.

A requirement of NACEP includes Professional Development facilitated by department or individual mentors at Normandale. The Education Department at Normandale created a professional development model for their mentees, which involves a full day, on campus event for our partner instructors. Topics include, but are not limited to: teacher recruitment and certification and licensure requirements. This model is one we hope to expand for other departments' concurrent enrollment professional development.

Strategy 1: K-12 partnership with Intro to Education, etc. concurrent enrollment opportunities for students. MEASURE: Increase the number of schools offering the education pathway and increase the number of students participating in these classes. Narratives #5, #6, #7, and #8

Strategy 2: Professional organizations - ACTE and MnACTE. MEASURE: Align data and initiatives through ACTE Teacher Shortage grant.

Strategy 3: Grow Your Own Grant. MEASURE: Align data and initiatives with NCC and district GYO grants within SWM. Narratives #5, #6, #7, and #8

Strategy 4: Paraprofessional Grant. MEASURE: Align data and initiatives to GYO and other initiatives to fulfill grant requirements. Narratives #3 and #8

Local Uses of Funds: Section 135 (b) (1, A-F); (2, A-I); (3); (4, A-B); (5, A-T); (6)

Budget Goal 2: Partnerships: WIOA / Support to Professionals

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The process for addressing disparities or performance gaps will be examined throughout the course of the grant years. This allows us to be creative, innovative and responsive based on local needs and disparities/gaps data that require more focus during grant cycle. As a result of CLNA Framework report, Southwest Metro consortium created multiple action plans to address student gaps and disparities.

In particular, the education field and placement for English Learners, had the largest percentage gaps in all three PS indicators. To address racial disparities and opportunity gaps in the education profession, we developed a multipronged approach including: the Paraprofessional/Teacher assistant initiative, Men of Color Project, Grow Your Own, and Multicultural Visit Day.

Testing methodologies for placement will be addressed through Multiple Measure committee work and ongoing Minn State initiatives. We will explore opportunities to partner and streamline Multiple Measure initiatives to improve access for all CTE learners.

The SW Metro and Hennepin West consortia are continuing to work on an AdvanceCTE initiative. The consortia coordinated multiple meetings to address equity, inclusion and access. This work will continue in the coming years and has already provided data in relation to performance measures.

The work has stimulated the discussion of alignment between many Perkins narratives including but not limited to, special populations and integrated academics and technical skills and the outreach strategies to achieve positive outcomes for students.

Secondary MDE data results indicate the following student performance gaps in the SW Metro consortium.

1S1: Graduation Rate - STRENGTH: In comparison to 1S1 for 18-19 the consortium exceeds the baseline of the graduation rate 91.5%. GAPS in the subgroups of: Hispanic 83.72%; Black/Non Hispanic 85.54%; Individuals with Disabilities 80.93%; Economically Disadvantaged 84.48%; LEP 84.85%.

2S1: Reading Language Arts - STRENGTH: The consortium again exceeded the baseline 56.06% at 63.90%. GAPS in the subgroups of: Hispanic 36.03%; Black/Non Hispanic 33.17%; Individuals with Disabilities 30.29%; Economically Disadvantaged 41.71%; LEP 6.5%.

2S2: Mathematics - STRENGTH: The consortium exceeded the baseline 45.25% at 53.43%. GAPS in the subgroups of: Hispanic 24.17%; Black/Non Hispanic 19.21%; Multi 42.11%; Individuals with Disabilities 28.26%; Economically Disadvantaged 28.81%; LEP 10.61%.

3S1: Post Program Placement: STRENGTH: The consortium exceeded the baseline 48.37% at 72.92%. GAPS in the subgroups of: Individuals with Disabilities 40.18%.

4S1: NonTraditional Concentrators: STRENGTH: The only group that exceeded the baseline was the Black/Non Hispanic group at 55.56%. GAPS: The consortium did not meet the baseline 37.57%.

Postsecondary Gaps: As addressed in Element #1, English Learners had the largest percentage gaps for all three indicators. Additionally, in terms of ethnicity, data identifies participation by white students in CTE to be 3% greater, Asian students 2% greater, and in ethnicity unknown 4% less. In terms of gender, there was 6% less participation by females and conversely 6% greater participation by males. Notably, some career clusters had variable ethnicity subsets of - please refer to cluster data in Element #2.

1P1: Strengths: Occupational clusters higher than our baseline were Hospitality and Tourism (89%) and Human Services (88%). Gender was not negatively impacted. Gaps: Lower than our overall rate was English Learners (83%). Ethnicity Unknown (86%) had a low percentage placement rate.

2P1: Strengths: Occupational clusters higher than average credentials were Health Sciences (51%), Hospitality and Tourism (45%), Human Services (78%), and Manufacturing (80%). Gaps: Youth in Foster Care (18%) had a low percentage. Black or African Americans had a low percentage. Males (18%) had a low percentage.

3P1: Strengths: Nontraditional program enrollment (27.41%) exceeds our baseline (13.89). Gaps: Individuals with Disabilities

(19%) and English Learners (21%) had a low percentage. Asians (21%) had a low percentage.

Strategy 1: Multiple Measures. MEASURE: Align concurrent enrollment practices with Multiple Measures work. Determine if this is expanding participation into CTE pathways especially for special population groups. Narratives # 7 and # 9

Strategy 2: Men of Color. Create a start up pilot for encouraging men of color to participate in CTE pathways. Narratives: #5, #8 and #9.

Strategy 3: Performance Indicator Data. MEASURE: Continue to disaggregate MDE data by district and consortium to focus on plan strategies. Continue to work with institutional research and system office to disaggregate data to focus on plan strategies.

Strategy 4: Advance CTE. MEASURE: SW Metro data and Henepin West data collection will continue based on 2020 processes and goals of the project.

Local Uses of Funds: Section 135 (b) (1, A-F); (2, A-I); (3); (4, A-B); (5, A-T); (6)

Budget Goal: 3 Special Populations, Performance Gaps

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

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

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

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

The Southwest Metro Consortium is administered by a cohesive team of representatives of secondary and postsecondary professionals. The Southwest Metro Consortium utilizes a collaborative shared leadership model consisting of 15 member schools districts (17 high schools) and 1 postsecondary institution. The Leadership Team includes two part-time secondary coordinators and two part-time postsecondary coordinators plus one or two representatives from each of the member districts.

District representatives' position titles vary by district and range from curriculum directors to counselors to classroom teachers. The representatives holds meetings with CTE staff and administration in their district when necessary or work through Personal Learning Committees, Department meetings, etc. These meetings develop, enhance and create action steps toward Perkins initiatives within each district, particularly related to size, scope and quality measures, MDE Program Approval process, district curriculum revisions, usage of MDE CTE data, Metro Surveys and Advisory Committee input. State and/or consortium approved POS become aligned at the district level and continuing to state level POS approval.

Beginning in March, districts are asked to submit suggested changes to a future plan, strategies and evaluation. Discussions are held between district teachers, counselors and administration, and communicated to consortium coordinators by email and during meetings. In May, districts are asked to identify allocation requests based on the future approved plan, (in the past by Goals /Strategies and now by Narratives/Action Strategies). To encourage reflection on the consortium plan, the APR is also suggested to be completed by districts, by school-year end.

The budget and action strategies for SW Metro consortium are developed in collaboration between the secondary districts and the postsecondary institution. While we jointly look at needs and priorities for all, in developing the budget and action strategies, we also closely examine performance indicators, size, scope, and quality, and the needs and initiatives of our respective institutions.

At the postsecondary level this would include discussions with deans, department chairs, faculty, administration, and support services staff of CTE programs. The context would be to examine performance indicators and the data specific to each program and POS to determine what initiatives are being considered to increase access and success in these programs; what equipment might be needed to keep current with industry standards; and other support that may lead to pathway success.

The Leadership Team meets very frequently, at least two to three times a month to discuss the plan, implementation, strategies and measures. In addition, the secondary and postsecondary coordinators serve on various education and business and industry committees; locally and at the state level. Those committees often reflect Perkins initiatives.

The consortium distributes information through in-person meetings, electronic communication, and Southwest Metro Consortium meetings (three to four times a year). Discussion items focus on relevant Perkins topics, budget, and general MDE/MinnState updates. We utilize google docs for ease of access for coordinators, representatives and district administration. Agendas, minutes, surveys, and other pertinent documents and files are housed on this drive. Additional communication is delivered through email as needed, Superintendent group holds monthly meetings where Perkins information is disseminated.

Strategy 1: Explore Finance as a POS. MEASURE: Input and decision from K-12, PS, Business and Industry as to whether to move forward or not.

Strategy 2: Re-evaluate programs within Ag, Food, and Natural Resources. MEASURE: Input and decision from K-12, PS, Bus & Industry, and CTSOs to create POS in the Ag field that most closely mirrors regional workforce needs.

Strategy 3: Platforms and options for Career Exploration, supporting the Spectrum of Work Based Learning opportunities for students and staff. MEASURE: Identify Career platforms and usage. APR data for WBL programs, field trips, business and industry classroom experiences.

Strategy 4: Expansion of outreach efforts to underrepresented students in CTE. MEASURE: Track number of events and student attendance, number of counseling contacts, number of presentation to underrepresented groups

Strategy 5: Continued support of CTSOs in maintaining Size, Scope and Quality of CTE programming, along with Leadership opportunities for our CTE students. MEASURE: Track number of students involved in CTSO activities in the individual districts, at the local, regional, state, and national levels.

Narratives #2, #4, #5 and #6

Local Uses of Funds: Section 135 (b) (6, A-B)

Budget Goals: 5 Consortium Governance/CLNA

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.

As referenced in our CLNA, SW Metro will be exploring innovative ways to support, enhance, and/or expand our POS, professional development, inclusivity of all students, school districts, Special Needs populations, courses and postsecondary programs. Four POS areas we specifically plan to incorporate use of Reserve Funds are: Education, Agriculture, Finance/Accounting and Hospitality Management. In addition we will be using these funds to support new innovative programming in the secondary system.

Education: Some of our postsecondary reserve funds will be focused on innovation in the area of CTE teacher preparation, recruitment, and retention. The two primary vehicles that will be utilized are the Paraprofessional/Teacher Assistant Pathway and the Grow Your Own Initiatives.

The Paraprofessional/Teacher Assistant initiative will address existing racial disparities and narrow opportunity gaps facing teacher assistants/paraprofessionals in PK-12 classrooms to ensure children are supported by well-trained diverse professionals. This initiative combines Normandale's noncredit essential workplace skills course, Introduction to Education credit-based course, and paraprofessional exam prep topics. It will also start to build a bridge to the advanced goal of moving teacher assistants/paraprofessionals toward being a licensed teacher. This funding will allow us to continue to convert curriculum from a face to face format to an online/virtual learning experience. The focus will be to create e-learning modules that can be used in multiple ways – as part of a course, reference materials, job aides, etc. The goal is to ensure that learners effectively acquire knowledge and competencies for work in the field as well as enhance program efficiencies and sustainability. Further, this program is being offered to low income adults and is being subsidized through a variety of resources.

The Grow Your Own initiative is being developed in conjunction with districts who have gotten a grant from MDE. We also work with districts who do not have grants but are participating in the education POS. Finally we will be encouraging CTE students in all pathways to consider a career in being a CTE teacher in their chosen pathway.

Agriculture: Develop a plan to explore if another POS within the agriculture field better aligns regional workforce needs. Currently, we broker with South Central College. Input from K-12 partners, postsecondary, and business and industry will be considered as we re-evaluate the POS. Additionally, regional data from our CLNA supports these efforts. Please reference Element #2 Action Plan #2.

Finance/Accounting: Based on CLNA results, SW Metro will explore Finance/Accounting as a POS. Incorporation of

foundational skills, employability, and curriculum will be considered in this decision as well as alignment of competencies, curriculum and student learning outcomes. Input from secondary, postsecondary, and business and industry will be deciding factors as to if we move forward with POS. To measure program quality, assessment measures will be explored, such as licensures or other technical skill assessments. Please reference Element #2 Action Plan #1.

Hospitality Management: As industry begins to reboot and prepare for recovery after COVID, there will be opportunities to support ongoing efforts to enhance POS – or not, depending on the future labor market. Specifically, SW Metro will leave space for opportunities to support innovative hospitality and industry partnerships and unique initiatives directed toward this career field and pathways.

Professional Development: Professional development opportunities will be supported for advisors and counselors at the secondary and postsecondary levels. Opportunities include: Minn State trainings, ACTE professional development, participation in MnACTE and MACTA, Concurrent Enrollment Professional Development, and advisory board involvement.

Enhance Your English Speaking Skills project - It will help people to better enunciate their words and pronounce sounds in a way that is easily understood. In this accent reduction effort, individuals learn to accurately pronounce all English vowel and consonant sounds. They learn to retrain their ear, lips, and tongue by imitating sounds and learning self-correcting techniques. Additionally, they learn to translate and identify difficult sounds using the International Phonetic Alphabet (IPA), while also practicing specific sounds with word lists, drills, and sentences. Clear speech and pronunciation is also applied to reading, conversation, and the speaking requirements of a job. In many career and technical programs there is a need to provide this skill and support. In the coming year, it is expected that learning may need to take place virtually. As a result, participant size would be limited to no more than eight students, with an ideal size of six. The majority of students in these classes would come from our HSP or other related CTE programs.

Strategy 1: New Program Development. MEASURE: Support new program development in alignment with CLNA Framework reports, SW Metro survey results and POS.

Strategy 2: Grow Your Own Grant. MEASURE: Align data and initiatives with NCC and district GYO grants within SWM. Narratives #5, #6, #7, and #8

Strategy 3: Paraprofessional Grant. MEASURE: Align data and initiatives to GYO and other initiatives to fulfill grant requirements. Narratives #3 and #8

Strategy 4: Recruitment and support for English Learners into CTE programs. MEASURE: Track number of events and student attendance, number of counseling contacts, number of presentations to underrepresented groups. Explore the reasons why English Learners are underrepresented with regard to performance indicators and develop strategies to address these factors. Narratives #4, #5 and #11.

Budget Goal: Reserve Funds

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	\$18,750
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$15,000
Postsecondary Subtotal	\$33,750
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	0
Secondary Subtotal	0
TOTAL	\$33,750

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
Cindy Walters	Secondary Co-Coordinator	Secondary		25%	\$30,000
Debbie Belfry	Secondary Co-Coordinator	Secondary		25%	\$30,000
Robb Lowe	Post Secondary Coordinator	Postsecondary		25%	\$24,750
Crystal Svoboda	Program Liaison	Postsecondary		75%	\$66,750
Lauren Norgard	Special Populations Instruction	Postsecondary		30%	\$22,500
Velvet Walker	Customized Training Liaison	Postsecondary		35%	\$43,750
Annika Joy	Nursing Instructor/Tutor	Postsecondary		35%	\$30,100
Diem Vo	Postsecondary Perkins Assistant	Postsecondary		35%	\$25,900
Faculty TBD	Various Initiatives	Postsecondary			\$21,000

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

Grant Coordinator Position Description - Southwest Metro Consortium

Position Description

Low PD Revision V160321 (1)

Position Description

Possible Conversion Crystal Program Liaison PD (3)

Position Description

Access Program Coord PD (1)

Position Description

Adult Learner-Workforce Focus

Position Description

DiemRevised Partnership Coordinator

Position Description

PD Nursing Success Coach (1)

Position Description

Education Instructor Posting PCN00797393

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.

Engineering, Manufacturing, & Technology

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

Engineering and Technology

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

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

List high school(s) and program code here.

Eastern Carver County Schools: Chaska High School; 171710; Chanhassen High School; 171710

Edina High School; 171710

Jefferson High School; 171502

Kennedy High School; 171502

Shakopee High School; 171710

Waconia High School; 171710

Westonka High School; 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.

Normandale - Engineering Foundations, AS

Normandale - Vacuum Maintenance Technician Certificate; Vacuum Technology Certificate; Vacuum and Thin Film Technology, AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

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

Recognized Secondary Credential(s):

TSA	Precision Exams	PLTW End of Course Exam	
Work-based Learning	Internship		
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	AS in Engineering Broadfield	AAS in Vacuum and Thin Film Technology	
Work-based Learning			
Licensure			
Certification	Vacuum Maintenance Technician	Vacuum Technology	
Industry-Recognized Credential	Certified Production Technician through Manufacturing Skills and Standards Council		

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")

Precision Exams Blueprint (course standards alignment: www.precisionexams.com)

PLTW course standards (found for each PLTW course: www.PLTW.org)

MDE Program Approval data

www.mnpos.org

www.ctecredit.com

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")

Refer to www.mnpos.org

Refer to SW Metro and Hennepin West 2020 CLNA RealTime Talent report. This document has essentially documented workforce needs aligned with each school district geographic area, as well as Hennepin, Carver and Scott counties. Our extended collaboration with the Hennepin West consortium has created partnerships beyond each of our member district areas through various partnership activities and professional development.

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

Component is present?

- Yes
 No

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

MDE Program Approval data is on file. SW Metro districts will be in the cycle to update Program Approvals in 2021-2022. Work will start on this process during the 2020-2021 school year. Information from our 2020 CLNA RealTime Talent report will be used extensively.

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")

Normandale Community College has selected The Academic Quality Improvement Program (AQIP) as its pathway to reaffirmation of accreditation with the Higher Learning Commission. More on AQIP can be found here:

<http://www.normandale.edu/accreditations/aqip>

<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1397>

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

MDE Program Approval Process

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")

Work Based Learning experiences exist in all districts and Normandale. These opportunities include elements from A Spectrum of Work-based Learning Experiences, including but not limited to: Workplace Tours; Job Shadowing; Mentoring; Entrepreneurship; Service Learning; Internship; Apprenticeship, speakers, practicums and clinicals, offering students a range of activities from exploratory to internship opportunities. These types of activities start in middle school and continue through high school and postsecondary.

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")

Refer to 2020 CLNA Southwest Metro and Hennepin West RealTime Talent report and SW Metro CLNA Framework.

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.

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.

Intermediate District 288 070907 serving - Belle Plaine, Eastern Carver County Schools, Jordan, Minnetonka, Shakopee, Waconia

Shakopee High School - 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.

Normandale Community College

Community Health Education, AS

Community Health Worker - Navigator, CERT

Nursing, AS

Nursing Assistant, CERT

Exercise Science Transfer Pathway, AS

Dental Hygiene, AS

Partnership with SouthWest Minnesota State University

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	CNA	TMA	Home Health Aide
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	Health Science Broadfield Community Health	AS Nursing	AS Dental Hygiene
Work-based Learning	Clinicals		
Licensure			
Certification	Community Health Navigator	Nursing Assistant	
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")

Precision Exams Blueprint (course standards alignment: www.precisionexams.com)

PLTW course standards (found for each PLTW course: www.PLTW.org)

MDE Program Approval data

www.mnpos.org

www.ctecredit.com

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")

Refer to www.mnpos.org

Refer to SW Metro and Hennepin West 2020 CLNA RealTime Talent report. This document has essentially documented workforce needs aligned with each school district geographic area, as well as Hennepin, Carver and Scott counties. Our extended collaboration with the Hennepin West consortium has created partnerships beyond each of our member district areas through various partnership activities and professional development.

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

Component is present?

- Yes
 No

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

MDE Program Approval data is on file. SW Metro districts will be in the cycle to update Program Approvals in 2021-2022. Work will start on this process during the 2020-2021 school year. Information from our 2020 CLNA RealTime Talent report will be used extensively.

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")

Normandale Community College has selected The Academic Quality Improvement Program (AQIP) as its pathway to reaffirmation of accreditation with the Higher Learning Commission. More on AQIP can be found here:

<http://www.normandale.edu/accreditations/aqip>

<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1397>

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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")

Work Based Learning experiences exist in all districts and Normandale. These opportunities include elements from A Spectrum of Work-based Learning Experiences, including but not limited to: Workplace Tours; Job Shadowing; Mentoring; Entrepreneurship; Service Learning; Internship; Apprenticeship, speakers, practicums, clinicals, offering students a range of activities from exploratory to internship opportunities. These types of activities start in middle school and continue through high school and postsecondary.

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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

State-recognized Program of Study 3

POS 3

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

Human Services

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

Education and Training

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

Teaching/Training

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

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

List high school(s) and program code here.

SouthWest Metro Intermediate District 288 090201 serving districts of: Belle Plaine Eastern Carver County Schools-Chaska, Chanhassen, Shakopee, Waconia

Bloomington Kennedy 90101

Eastern Carver County Schools

Edina - Intro to Elementary Education 90101

Jordan

New Prague

Shakopee

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

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

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

Normandale Community College

Elementary Education Transfer Pathway

Special Education Transfer Pathway

Minnesota State University, Mankato

Bachelor's in Education

Partnership with SouthWest Minnesota State University

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Practicum		
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	AS Elementary or Special Education	BS in Education through Mankato	
Work-based Learning	field experience/practicum	Internships	Clinicals
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

Concurrent Enrollment

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")

Precision Exams Blueprint (course standards alignment: www.precisionexams.com)

PLTW course standards (found for each PLTW course: www.PLTW.org)

MDE Program Approval data

www.mnpos.org

www.ctecredit.com

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")

Refer to www.mnpos.org

Refer to SW Metro and Hennepin West 2020 CLNA RealTime Talent report. This document has essentially documented workforce needs aligned with each school district geographic area, as well as Hennepin, Carver and Scott counties. Our extended collaboration with the Hennepin West consortium has created partnerships beyond each of our member district areas through various partnership activities and professional development.

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

Component is present?

- Yes
- No

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

MDE Program Approval data is on file. SW Metro districts will be in the cycle to update Program Approvals in 2021-2022. Work will start on this process during the 2020-2021 school year. Information from our 2020 CLNA RealTime Talent report will be used extensively.

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")

Normandale Community College has selected The Academic Quality Improvement Program (AQIP) as its pathway to reaffirmation of accreditation with the Higher Learning Commission. More on AQIP can be found here:

<http://www.normandale.edu/accreditations/aqip>

<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1397>

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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")

Work Based Learning experiences exist in all districts and Normandale. These opportunities include elements from A Spectrum of Work-Based Learning Experiences, including but not limited to: Workplace Tours; Job Shadowing; Mentoring; Entrepreneurship; Service Learning; Internship; Apprenticeship, speakers, Practicums and clinicals, offering students a range of activities from exploratory to internship opportunities. These types of activities start in middle school and continue through high school and postsecondary.

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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.

Human Services

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

Law, Public Safety, Corrections, and Security

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

Law Enforcement 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.

SouthWest Metro Intermediate District 090401 serving the districts of: Belle Plaine, Jordan, Minnetonka, Shakopee, Tri City United, Waconia

Shakopee

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

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

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

Normandale Community College

Law Enforcement, Certificate and Associate of Science degree

Criminal Justice, Associate of Science degree

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	NOCTI Minnesota		
Work-based Learning	Explorer Post		

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	AS TP Criminal Justice	AS TP Law Enforcement	
Work-based Learning			
Licensure			
Certification	Law Enforcement		
Industry-Recognized Credential	POST Board		

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")

Precision Exams Blueprint (course standards alignment: www.precisionexams.com)

PLTW course standards (found for each PLTW course: www.PLTW.org)

MDE Program Approval data

www.mnpos.org

www.ctecredit.com

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")

Refer to www.mnpos.org

Refer to SW Metro and Hennepin West 2020 CLNA RealTime Talent report. This document has essentially documented workforce needs aligned with each school district geographic area, as well as Hennepin, Carver and Scott counties. Our extended collaboration with the Hennepin West consortium has created partnerships beyond each of our member district areas through various partnership activities and professional development.

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

Component is present?

- Yes
 No

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

MDE Program Approval data is on file. SW Metro districts will be in the cycle to update Program Approvals in 2021-2022. Work will start on this process during the 2020-2021 school year. Information from our 2020 CLNA RealTime Talent report will be used extensively.

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")

Normandale Community College has selected The Academic Quality Improvement Program (AQIP) as its pathway to reaffirmation of accreditation with the Higher Learning Commission. More on AQIP can be found here:

<http://www.normandale.edu/accreditations/aqip>

<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1397>

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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")

Work Based Learning experiences exist in all districts and Normandale. These opportunities include elements from A Spectrum of Work-based Learning Experiences, including but not limited to: Workplace Tours; Job Shadowing; Mentoring; Entrepreneurship; Service Learning; Internship; Apprenticeship, speakers, practicums and clinicals, offering students a range of activities from exploratory to internship opportunities. These types of activities start in middle school and continue through high school and postsecondary.

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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

State-recognized Program of Study 5

POS 5

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

Business, Management, & Administration

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

Travel and Tourism

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

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

List high school(s) and program code here.

Kennedy - 09010
Jefferson - 090101
Chaska - 090101
Chanhassen - 090101
Edina - 090101
Prior Lake - 090101
Richfield - 090101
Shakopee - 090101
Waconia - 090101
Watertown Mayer - 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.

Normandale Community College
AAS Hospitality
AS Business Transfer Pathway
AAS Business Marketing and Management
Cert Business Enrichment (x4)
Cert Hospitality (x5)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

- POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exams		
Work-based Learning	Internships		
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	AS in Business Transfer Pathway	AAS in Business Marketing and Management	AAS in Hospitality Management
Work-based Learning	Internships		
Licensure			
Certification	Business x4	Hospitality x5	
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")

Precision Exams Blueprint (course standards alignment: www.precisionexams.com)

PLTW course standards (found for each PLTW course: www.PLTW.org)

MDE Program Approval data

www.mnpos.org

www.ctecredit.com

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")

Refer to www.mnpos.org

Refer to SW Metro and Hennepin West 2020 CLNA RealTime Talent report. This document has essentially documented workforce needs aligned with each school district geographic area, as well as Hennepin, Carver and Scott counties. Our extended collaboration with the Hennepin West consortium has created partnerships beyond each of our member district areas through various partnership activities and professional development.

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

Component is present?

Yes

No

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

MDE Program Approval data is on file. SW Metro districts will be in the cycle to update Program Approvals in 2021-2022. Work will start on this process during the 2020-2021 school year. Information from our 2020 CLNA RealTime Talent report will be used extensively.

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")

Normandale Community College has selected The Academic Quality Improvement Program (AQUIP) as its pathway to reaffirmation of accreditation with the Higher Learning Commission. More on AQUIP can be found here:

<http://www.normandale.edu/accreditations/aqip>

<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1397>

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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")

Work Based Learning experiences exist in all districts and Normandale. These opportunities include elements from A Spectrum of Work-based Learning Experiences, including but not limited to: Workplace Tours; Job Shadowing; Mentoring; Entrepreneurship; Service Learning; Internship; Apprenticeship, speakers, practicums and clinicals, offering students a range of activities from exploratory to internship opportunities. These types of activities start in middle school and continue through high school and postsecondary.

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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.

Arts, Communications, & Information Systems

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

Network Systems

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.

Intermediate District #288 171512 serving: Belle Plaine, Chaska, Chanhassen, Jordan, Shakopee, Waconia

Jefferson - 140710

Kennedy - 140710

Richfield - 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.

Normandale Community College

AS Computer Science Transfer Pathway

AAS Computer Technology

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	Precision Exams		
Work-based Learning	Tech Help Desk		
Licensure			

Certification	A+ Certification	TestOut PC Pro Certification	
Industry-Recognized Credential	A+ Certification	Network Pro Certification	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AS Computer Science Transfer Pathway	AAS Computer Technology	
Work-based Learning	Internship		
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")

Precision Exams Blueprint (course standards alignment: www.precisionexams.com)

TestOut: PC Pro and Network Pro

PLTW course standards (found for each PLTW course: www.PLTW.org)

MDE Program Approval data

www.mnpos.org

www.ctecredit.com

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")

Refer to www.mnpos.org

Refer to SW Metro and Hennepin West 2020 CLNA RealTime Talent report. This document has essentially documented workforce needs aligned with each school district geographic area, as well as Hennepin, Carver and Scott counties. Our extended collaboration with the Hennepin West consortium has created partnerships beyond each of our member district areas through various partnership activities and professional development.

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

Component is present?

- Yes
 No

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

MDE Program Approval data is on file. SW Metro districts will be in the cycle to update Program Approvals in 2021-2022. Work will start on this process during the 2020-2021 school year. Information from our 2020 CLNA RealTime Talent report will be used extensively.

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")

Normandale Community College has selected The Academic Quality Improvement Program (AQIP) as its pathway to reaffirmation of accreditation with the Higher Learning Commission. More on AQIP can be found here:

<http://www.normandale.edu/accreditations/aqip>

<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1397>

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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")

Work Based Learning experiences exist in all districts and Normandale. These opportunities include elements from A Spectrum of Work-based Learning Experiences, including but not limited to: Workplace Tours; Job Shadowing; Mentoring; Entrepreneurship; Service Learning; Internship; Apprenticeship, speakers, practicums and clinics, offering students a range of activities from exploratory to internship opportunities. These types of activities start in middle school and continue through high school and postsecondary.

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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

State-recognized Program of Study 7

POS 7

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

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.

Ag courses in Food Science:

Intermediate District #288 019901 serving: Chaska, Chanhassen, Jordan, Shakopee, Waconia

Belle Plaine - 019901

Central - 019901

Watertown Mayer - 019901

Approved FCS courses in Food Science:

Bloomington offering 20-21

Prior Lake 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.

Normandale Community College

Food Science, Associate of Science degree

Dietetic Technology, Associate of Applied Science degree

Nutrition Studies, Certificate

South Central College

Agribusiness

Ag Chemical Applicator Technician

AgSpark Agronomy

Agriculture Education Technology

Agribusiness Office Specialist/Manager

Agribusiness Production

Ag Service and Management

Agribusiness Service Technician

Professional Swine Manager

Farm Business Management

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	Precision Exams	CASE	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	ServSafe		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AS Food Science Degree	AAS Dietetic Tech	
Work-based Learning	Clinicals		
Licensure			
Certification	ServSafe Food Handler		
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")

Precision Exams Blueprint (course standards alignment: www.precisionexams.com)

PLTW course standards (found for each PLTW course: www.PLTW.org)

MDE Program Approval data

www.mnpos.org

www.ctecredit.com

CASE (Curriculum Agriculture Science Education) certifications and articulation agreements

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")

Refer to www.mnpos.org

Refer to SW Metro and Hennepin West 2020 CLNA RealTime Talent report. This document has essentially documented workforce needs aligned with each school district geographic area, as well as Hennepin, Carver and Scott counties. Our extended collaboration with the Hennepin West consortium has created partnerships beyond each of our member district areas through various partnership activities and professional development.

NAAE and FFA are integral components of the CASE curriculum and agriculture education in general.

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")

MDE Program Approval data is on file. SW Metro districts will be in the cycle to update Program Approvals in 2021-2022. Work will start on this process during the 2020-2021 school year. Information from our 2020 CLNA RealTime Talent report will be used extensively.

CASE Program of Study Pathways: Animal Science; Plant Science; Agricultural Engineering; Natural Resources

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")

Normandale Community College has selected The Academic Quality Improvement Program (AQIP) as its pathway to reaffirmation of accreditation with the Higher Learning Commission. More on AQIP can be found here:

<http://www.normandale.edu/accreditations/aqip>

<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1397>

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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")

Work Based Learning experiences exist in all districts and Normandale. These opportunities include elements from A Spectrum of Work-based Learning Experiences, including but not limited to: Workplace Tours; Job Shadowing; Mentoring; Entrepreneurship; Service Learning; Internship; Apprenticeship, speakers, practicums and clinicals, offering students a range of activities from exploratory to internship opportunities. These types of activities start in middle school and continue through high school and postsecondary.

FFA experiences and competitions

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")

Refer to 2020 CLNA RealTime Talent SW Metro and Hennepin West report and SW Metro CLNA Framework for identification of new and enhanced POS through these reports.

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):

swmetro statements of assurance

Secondary Supplemental Budget:

SWMetro Secondary-Supplemental-Budget-Amplifund-Worksheet

Consortium Consolidated Equipment Inventory

Joint Equipment List 2020

Additional Material

Equipment List - Post Secondary

Additional Material

Equipment_Form_Secondary

Additional Material:

20-21 CP Request-Budget-Payout

Additional Material:

Southwest Metro

Additional Material:

Checklist Southwest Metro

Additional Material:

Southwest Metro - Plan Rev Requests - 2

Additional Material

SW Metro POS feedback

Additional Material:

Additional Material:

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

Budget

Proposed Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
f. Postsecondary Non-Personnel	\$10,000.00	\$10,000.00
Subtotal	\$10,000.00	\$10,000.00
B) Narrative 2: Programs of Study		
b. Secondary Non-Personnel	\$67,083.44	\$67,083.44
b. Secondary Non-Personnel	\$3,500.00	\$3,500.00
c. Secondary Equipment	\$47,848.91	\$47,848.91
f. Postsecondary Non-Personnel	\$10,000.00	\$10,000.00
g. Postsecondary Equipment	\$36,000.00	\$36,000.00
Subtotal	\$164,432.35	\$164,432.35
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
e. Postsecondary Personnel (Salary and Benefits)	\$18,750.00	\$18,750.00
Subtotal	\$18,750.00	\$18,750.00
D) Narrative 4: Integrated Academic and Technical Skills		
b. Secondary Non-Personnel	\$75,000.00	\$75,000.00
e. Postsecondary Personnel (Salary and Benefits)	\$30,100.00	\$30,100.00
f. Postsecondary Non-Personnel	\$20,000.00	\$20,000.00
Subtotal	\$125,100.00	\$125,100.00
E) Narrative 5: Special Populations		
b. Secondary Non-Personnel	\$5,500.00	\$5,500.00
e. Postsecondary Personnel (Salary and Benefits)	\$22,500.00	\$22,500.00
e. Postsecondary Personnel (Salary and Benefits)	\$18,750.00	\$18,750.00
f. Postsecondary Non-Personnel	\$36,000.00	\$36,000.00
Subtotal	\$82,750.00	\$82,750.00
F) Narrative 6: Work-based Learning		
b. Secondary Non-Personnel	\$50,000.00	\$50,000.00
Subtotal	\$50,000.00	\$50,000.00
G) Narrative 7: Early College		
b. Secondary Non-Personnel	\$30,000.00	\$30,000.00
e. Postsecondary Personnel (Salary and Benefits)	\$25,900.00	\$25,900.00

	Grant Funded	Total Budgeted
e. Postsecondary Personnel (Salary and Benefits)	\$22,250.00	\$22,250.00
f. Postsecondary Non-Personnel	\$24,000.00	\$24,000.00
Subtotal	\$102,150.00	\$102,150.00
H) Narrative 8: Support to Professionals		
f. Postsecondary Non-Personnel	\$5,500.00	\$5,500.00
Subtotal	\$5,500.00	\$5,500.00
I) Narrative 9: Performance Gaps		
f. Postsecondary Non-Personnel	\$21,000.00	\$21,000.00
Subtotal	\$21,000.00	\$21,000.00
J) Narrative 10: Consortium Governance		
a. Secondary Personnel (Salary and Benefits)	\$60,000.00	\$60,000.00
a. Secondary Personnel (Salary and Benefits)	\$15,000.00	\$15,000.00
b. Secondary Non-Personnel	\$5,000.00	\$5,000.00
d. Secondary Admin (5% max) UFARS 895	\$18,890.00	\$18,890.00
e. Postsecondary Personnel (Salary and Benefits)	\$24,750.00	\$24,750.00
e. Postsecondary Personnel (Salary and Benefits)	\$44,500.00	\$44,500.00
f. Postsecondary Non-Personnel	\$18,516.06	\$18,516.06
h. Postsecondary Admin (5% max)	\$20,400.00	\$20,400.00
Subtotal	\$207,056.06	\$207,056.06
K) Narrative 11: Reserve Funds		
a. Secondary Personnel (Salary and Benefits)	\$7,000.00	\$7,000.00
b. Secondary Non-Personnel	\$13,000.00	\$13,000.00
c. Secondary Equipment	\$30,681.55	\$30,681.55
d. Secondary Admin (5% max) UFARS 895	\$2,665.00	\$2,665.00
e. Postsecondary Personnel (Salary and Benefits)	\$6,250.00	\$6,250.00
e. Postsecondary Personnel (Salary and Benefits)	\$21,000.00	\$21,000.00
f. Postsecondary Non-Personnel	\$23,496.55	\$23,496.55
h. Postsecondary Admin (5% max)	\$2,600.00	\$2,600.00
Subtotal	\$106,693.10	\$106,693.10
Total Proposed Cost	\$893,431.51	\$893,431.51

Proposed Budget Narrative

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

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

f. Postsecondary Non-Personnel

Contracting with Real Time Talent to get updated Labor Market Information for 2nd year revisions. Also to assess the impact of COVID-19

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)

f. Postsecondary Non-Personnel

Expense for developing and reviewing POS and possible specific TSA not covered by Precision Exams.

g. Postsecondary Equipment

Potential equipment purchases for CTE programs based on NFR. Specifics not determined yet.

b. Secondary Non-Personnel

Expense for developing and reviewing POS and possible specific TSA not covered by Precision Exams. Support for districts in growing and improving POS, program approval, professional development for staff related to POS

b. Secondary Non-Personnel

Support for Advisory Committee work within the consortium

c. Secondary Equipment

Approved equipment in support of POS maintenance and growth, changing technology needs

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

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

e. Postsecondary Personnel (Salary and Benefits)

Velvet Walker for work with WIOA and other Support Services to Professionals

D) Narrative 4: Integrated Academic and Technical Skills

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

Equipment h. Postsecondary Admin (5% max)

f. Postsecondary Non-Personnel

YouScience/Precision Exams: TSA's and Aptitude / Interest / Occupational information. Also Certiport testing for Microsoft certification.

e. Postsecondary Personnel (Salary and Benefits)

Anika Joy is a CLA who assist students in the Health Sciences Therapeutic Pathways in their lab endeavors.

b. Secondary Non-Personnel

Precision Exams/YouScience project for consortium; CTSO support, professional development for staff around the areas of integrated academic and technical skills.

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)

e. Postsecondary Personnel (Salary and Benefits)

Laura Norgard works in Office for Students with Disability and directs a program that assists CTE students with barriers and challenges.

e. Postsecondary Personnel (Salary and Benefits)

Velvet Walker works with ABE, CBO's and Workforce Centers and Human Services Program

f. Postsecondary Non-Personnel

Funding to assist with Mall of America Student Day, STEM camps, and Men of Color Initiative. Supplies for the Office for Students with Disabilities and other initiatives.

b. Secondary Non-Personnel

Support for activities related to special pops as listed in the plan and Narrative 5.

F) Narrative 6: Work-based Learning

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

b. Secondary Non-Personnel

Support for spectrum of work based learning experiences as defined in the plan; support of Career exploration tools

G) Narrative 7: Early College

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

f. Postsecondary Non-Personnel

CTEcreditMN: Tracking and Arranging articulated agreements and student progress Attendance at NACEP conference. General supplies

e. Postsecondary Personnel (Salary and Benefits)

Diem Vo for tracking and other activities associated with CTE dual enrollment initiatives.

e. Postsecondary Personnel (Salary and Benefits)

Crystal Svoboda for establishing and maintaining CTE dual enrollment activities

b. Secondary Non-Personnel

Support to districts for articulation, concurrent enrollment, system support.

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)

f. Postsecondary Non-Personnel

Various memberships and supporting professional training events.

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)

f. Postsecondary Non-Personnel

Researching gaps, establishing baselines, working with AdvanceCTE, English Learner initiative, and the Human Services Project.

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)

e. Postsecondary Personnel (Salary and Benefits)

Robb Lowe for consortium leadership. Will be retiring 12/31/20.

e. Postsecondary Personnel (Salary and Benefits)

Crystal Svoboda continued mentoring for Perkins Leadership. Will be taking over 1/1/21.

h. Postsecondary Admin (5% max)

Administration Expense for Basic 5%

f. Postsecondary Non-Personnel

Expenses for conference attendance including ACTE Vision, NPS, Region III and other. Mileage for car travel and general supplies

a. Secondary Personnel (Salary and Benefits)

Coordinators (Salary and Benefits)

a. Secondary Personnel (Salary and Benefits)

Stipends for district coordinators

b. Secondary Non-Personnel

Travel, conference, supplies for coordinators to maintain the consortium

d. Secondary Admin (5% max) UFARS 895

5% admin for basic grant

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)

e. Postsecondary Personnel (Salary and Benefits)

Velvet Walker for coordination of Para program.

e. Postsecondary Personnel (Salary and Benefits)

Faculty for instruction and training for the Para project. Faculty to be determined

f. Postsecondary Non-Personnel

Funding for curriculum development in Para and Grow Your Own projects. Books for Grow Your Own projects

h. Postsecondary Admin (5% max)

Administrative Expense = 5% of Reserve

a. Secondary Personnel (Salary and Benefits)

Personnel needs related to investigating and creating new program of study based on CLNA.

b. Secondary Non-Personnel

Materials, collaboration to create, investigate new, needed Programs of Study.

c. Secondary Equipment

Equipment to support new POS, programs based on CLNA and technology.

d. Secondary Admin (5% max) UFARS 895

5% Admin