



FY21-22 Itasca Consortium

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

Submitted by Jill Murray

Submitted on 07/06/2020 10:53 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Yingfah Thao

Public Link

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

Is Published

Yes

Submission Information

Submission Window

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

Submission Timeline Additional Information

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

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

FY21-22 Itasca Consortium

Total Amount of Award Requested

\$216,684.42

Primary Contact Information

Name

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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.

Itasca Community College

Deer River School District

Floodwood School District

Grand Rapids School District

Greenway School District

Hill City School District

Naushwak-Keewatin School District

Northland –Remer 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.

The CLNA was a multi-consortia project.

East Range Schools: Secondary-Ely, Eveleth,-Gilbert, Cherry, Ely, International Falls, Littlefork-Big Falls, Mesabi East, Mountain Iron-Buhl, Northeast Range, Nett Lake, Northwoods, South Ridge and Virginia. Post Secondary - Mesabi Range College, Rainy River Community College, Vermilion Community College.

Hibbing/Chisholm Schools: Secondary-Chisholm and Hibbing. Post Secondary-Hibbing Community College

Itasca: Deer River, Floodwood, Grand Rapids, Greenway, Hill City, Nashwauk-Keewatin, Northland-Remer. Post Secondary- Itasca Community College

Also included were the following:

Business and industry partners from across the three consortia, Careerforce, Chambers of Commerce, Iron Range Resources and Rehabilitation, Applied Learning Institute, DEED and many others.

Regionally, East Range, Hibbing/Chisholm, and Itasca Consortia came together to form the "True North Stars". After meeting regionally multiple times, we established the CLNA process to include regional meetings where we invited local stakeholders from high schools, colleges, and industry. We also surveyed local students, faculty, administration, and business & industry.

Summary of specific insight gained in the needs assessment related to each required element (below).

Element #1: Student Performance on Required Performance Indicators

Each of our consortiums measured differently.

This will be a challenge moving forward.

We can see what is being done successfully and poorly in each individual consortium and adjust accordingly.

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

Size and scope will continue to be an issue in all rural areas if compared to metro.

Our consortiums need to be able to determine what constitutes effective size and scope.

Quality will be maintained even in small programs.

Provide necessary equipment and professional development.

Industry involvement.

CareerForce involvement.

ALI alignment in appropriate areas.

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

Marketed effectively beginning with the state.

Providing proper equipment as needed.

Educating auxiliary staff.

The ability to hire and retain quality certified CTE staff.

Have a way to train and certify non-CTE instructors to be CTE instructors.

Needs to be a state priority to establish and implement these programs.

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

We can help provide funding for the necessary tools needed in their classroom to offer quality CTE courses.

The ability to hire and retain quality certified CTE staff.

Have a way to train and certify non-CTE instructors to be CTE instructors.

Needs to be a state priority to establish and implement these programs.

Find a way to make it enticing for our CTE instructors to stay in K12 rather than bolt for private industry.

All secondary and post-secondary institutions are equal opportunity employers.

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

Work with CareerForce center as they target underrepresented groups to provide access to opportunities.

Work with Disability Services and Special Education Department coordinators to provide opportunities.

Work with TRIO staff to educate and market the CTE programs, fields and pathways that are available.

Upload your completed CLNA Framework
True North Stars Itasca Perkins-V-CLNA

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.

Itasca's Consortium is in the midst of hiring a new Perkins Coordinator for both secondary and postsecondary. Applications were due on April 24, 2020. This position will have 70% of their time dedicated to Perkins and 20% of their time working with Itasca Area Schools Collaborative (IASC) Career Pathways. The work being done around CTE goes hand-in-hand with Perkins. This individual will be able to work with other funding sources to determine how to best support Itasca's POS.

CLNA - (POS) changes will occur during FY 23-24 as the three consortia merge into the "True North Stars" consortium. We will continue to work on expanding POS during FY 21-22. This could require spending funds in a new POS that is currently held within our partnering consortia. All technical programs that are not currently listed in a program of study will continue to be supported with Perkins funding (state approved programs) as the three consortia transition into one.

Using the six career clusters, we have identified all programs of study that are currently in place in all three consortia. Moving forward in FY 21-22, the True North Stars will identify which 6 POS represent the region centered around our redefinition of the concept of career pathways to career fields. This concept is necessary as we move forward since the licensure required for a career pathway exists whilst the actual realization of a career pathway is otherwise inhibitory to our agility and future growth. The six POS will need to be reflective of the 5 NHED colleges and 22 secondary sites with the greatest correlation to DEED employment data.

The results from our CLNA led the True North Stars Consortia to take a step back and focus on our POS as a whole. Our plan for the next two years will be to educate our teachers, students, counselors, administrators and community members on what CTE is and why it is so important. This will lead to the concentration on our career fields which will then lead to our POS.

Focus areas will include but are not limited to:

Develop planning groups in career fields to work towards developing new POS

Providing professional development in the for our faculty and consortium leaders (workshops, conferences, trainings, CTE related field trips)

Providing equipment necessary to meet industry standards

Educate teachers, administrators, and industry leaders how to become CTE certified

Market career fields

Market the need for qualified teachers and how to become CTE certified

Collaboration on advisory boards

Continue to offer and promote industry-recognized credentials

Continue promoting our POS through clubs, events, activities, competitions within our secondary and postsecondary schools

The Itasca Consortium will support ALL CTE teachers, teaching in State Approved Programs in the consortium. They will again collaborate with IASC Career Pathways to help students plan for their future and gain valuable real-world skills. The IASC Career Pathways Program creates a guided path for kids and parents to follow as students prepare for future careers and potentially gain college credits in a specific field.

Through a 1.2 million dollar IRRRB Grant - ISD 318 has been working with Greenway and Nashwauk-Keewatin School District, Itasca Community College, and area business leaders to identify the needs of our future workforce while aligning class offerings with those needs.

Current Pathways

Healthcare: For students interested in all areas of healthcare from Nursing Assistant to Doctor, Veterinarians, Pharmacists, etc.

Manufacturing: For students interested in designing and producing real products and solutions

New Pathway Course Opportunities:

Intro to Health Careers; Telepresence Course taught from Greenway High School for 9-10th Graders to Explore all Healthcare Careers

Manufacturing Career Internship; Student to Work Course for high school seniors interested in gaining work experience in manufacturing

Fabrication and Design; Student-led production business at GRHS for seniors where students decide what to produce with available technology and how to market to the community.

In September 2019, Career Pathways was awarded a grant from the Blandin Foundation for the amount of \$500,000. The grant is to help expand the work being done in the four original schools, as well as expand to Bigfork, Hill City, Northland Remer, Deer River and Floodwood. Additionally, the grant will assist in the addition of new pathways at the schools for students to learn more about. These new programs will include Natural Resources and Agriculture, Business, Construction, Computer Science and Education.

On top of the listed funding, this new hire will also be able to leverage funds from the Applied Learning Institute (ALI). ALI was formed in 2006 to enhance technical education in northeast Minnesota by providing experiential learning that combines hands-on training and technology. The goal of ALI is to help create highly trained, knowledgeable workers who are equipped with the technical and problem-solving skills needed by employers everywhere.

ALI Priority Programs:

Transportation / Mechanical Systems
Construction Trades
Healthcare
Industrial Technology
Pre-Engineering

As you can see - this new hire will have access in helping to develop STRONG CTE Programs.

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

1)A-F

2)A-H

3)

4)A-B

5)A-T

6)

Element #2 - Strategy 4; Element #3 - Strategy 1; Element #4 - Strategy 3

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.

Our Regional CareerForce Centers has been very active in helping with a number activities that promote career exploration. Career counselors come into area high schools and deliver information regarding high skill, high wage and in-demand industry occupations as identified by our local needs assessment and DEED partners. The counselors educate students on joint career initiatives such as the 218 Trades Career Expo. Moving into the post-secondary level, Itasca Community College hosts a Spring Career Exploration for high school students.

CareerForce dollars for 218 Trades, Iron Range Job Fair, Career Fairs, Medical (Epic) Career Expo, MRC Fall Open House, MRC Skills and Knowledge Fair, MRC Program Bootcamps and pilot programs, VCC and RRCC open houses and programs, career exploration mini-grants and newstill still to be developed career exploration programs.

The True North Stars Consortium will work with Lake Superior Consortium collaboratively with our local workforce boards and agencies on career exploration. Currently we work to support a 218 Trades event which brings in over a 600 students and community members to explore careers within apprenticeship trades. This may include additional programming like a Healthcare-Epic Event or others that may be identified through this grant cycle.

Our goal expanding to the True North Stars over the next few years will be to collaborate on where we can best use our funds to educate, market and guide students into high skill, high-wage and in-demand jobs. This year we will focus on planning on how we can develop career exploration within the elementary school age kids along with career exploration within the middle school age kids which in turn will flow into our current and expanding Perkins career fields and POS.

Perkins funds will be used to support activities that align with our workforce partners.

We do not have funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

1)A-F

2)F

3)

4)A-B

5)A-T

6)

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.

Itasca's Consortium will be supporting ways to improve the academic and technical skills of students by:

Providing professional development for CTE Licensed teachers – in order to improve academic and technical skills for students we first need to make sure our educators have the necessary tools.

Providing industry standard equipment

Combining advisory boards so that everyone is in the same room hearing the same message. This will lead to more collaboration on ways to align programs.

Providing students work based learning opportunities

Providing students TSA's

We do not have funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

1)E

3)

4)A-B

5)D-F-J-L

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.

The True North Star Consortium will continue to work with the newly identified special populations in Perkins V as we become aware of individual student situations. The True North Stars Consortia will commit and allocate funds to support non-traditional initiatives in collaboration with our local Career Force agencies. By working on non-traditional initiatives with workforce development, the hope would be to offer potential experiences for traditionally underserved populations.

Goal areas include but are not limited to - females and students of color in welding, females and students of color in construction trades, experiences in manufacturing and or allied health for homeless or in-transition populations.

The Itasca Consortium will continue to work and collaborate with Upward Bound and Educational Talent Search along with others to promote our CTE Programs for special populations. Postsecondary will use a large portion of their funds to pay for two College Lab Assistants in the areas of Nursing and Natural Resources.

The college's management team will be discussing their plan on move the two CLA's salary's from the Perkins budget to their general funds. This will be completed by the end of FY22.

The CLA's will work to bridge the gap between secondary and postsecondary programs supporting teachers, instructors, students and special populations. They will also be instrumental in the planning process for any activities centered around special populations.

FY20 was the first year Itasca's Consortium started providing funding for our WBL teachers. Note that our WBL teachers are licensed SPED WBL. We will continue to provide professional development activities and funding for CTE field trips centered around special populations along with implementing and expanding where we are able.

Also, below you will find one of the activities centered around supporting special population that we implemented this past year through a "special populations grant". Due to the success of this event we will be supporting this through Perkins and will be inviting Hibbing and East Range Consortiums to join.

Women in Natural Resources – This event will target female high school students interested in Natural Resources. ICC's female Natural Resource Instructor (who by the way is up for Extreme Huntress – she is an avid outdoors woman) along with area female Natural Resource Specialists will host an event either at ICC or the DNR that will engage hands-on project based activities for students.

Natural Resource career opportunities

Career Pathways

Job Opportunities

Scholarship Opportunities

Hands-on learning activities

True North Stars Plan moving forward for Special Populations:

Year 1 - Define and Measure

Clearly define the need in context.

Collect Data

Disaggregate Data

Discuss Data with State Staff

Identify gaps

Develop a plan

Bring individuals together to develop a plan on how to best move forward

Determine if funds need to be allocated

Encourage professional development offered by state

Year 2 - Analyze and Improve

Observe the data metrics and look for correlations to the identified need.

Consolidate the information

Select and begin initial improvement strategies

Year 3 - Improve and Control

Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year

Employ statistical data control tools to maintain process fulfillment in delivering to the need.

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

1)A-F

2)A-H

3)

4)A-B

5)A-T

Element #2 - Strategy 3

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

As stated in "Special Populations" - FY20 was the first year Itasca's Consortium started providing funding for our WBL teachers. We will continue to provide professional development activities and funding for CTE field trips for them in FY21. IASC has hired a new WBL Teacher/Coordinator this Spring.

Itasca has been know to work very closely with business and industry. We have many WBL opportunities for both teachers and students. Our only issue is that we have yet to "formalize" what we are doing. Knowing this, we will work with the state staff to develop a way to document and determine what is taking place.

Below you will find one of the activities centered around supporting special population that we implemented this past year through a "special populations grant". Due to the success of this event we will be supporting this through Perkins and will be inviting Hibbing and East Range Consortiums to join. This activity also provided hands-on activities with industry professionals to showcase the equipment, professionalism and knowledge needed within some of the Natural Resources Field.

Women in Natural Resources – This event will target female high school students interested in Natural Resources. ICC's female Natural Resource Instructor (who by the way is up for Extreme Huntress – she is an avid outdoors women) along with area female Natural Resource Specialists will host an event either at ICC or the DNR that will engage hands-on project based activities for students.

Natural Resource career opportunities

Career Pathways

Job Opportunities

Scholarship Opportunities

Hands-on learning activities

This is an area that will continue to expand through Perkins and IASC's Career Pathways.

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

1)A-F

2)

3)

4)A-B

5)A-T

6)

Element #2 - Strategy 1; Element #2 - Strategy 2

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.

Itasca's secondary schools will continue to provide students with career information through MCIS and Naviance. Many of our CTE instructors use this as a tool in their classroom to promote career pathways and to show the students what is out there. We also provide college placement testing to evaluate high school juniors and seniors. This will inform the students, parents and counselors as to what students need to work on to better prepare them for transition.

We are always looking to implement more opportunities for students within the high schools by offering CIS and PSEO. Itasca Community College was late to the game in offering CIS credits and is making a lot of progress in their course offerings. Our consortium along with Hibbing and East Range use to offer credit based CTE Courses through the Applied Learning Institute but due to licensure changes we were unable to offer any credits for CTE. The True North Stars (each affected) will work to explore ways they can expand on providing postsecondary CTE credits for area high schools.

Changes instituted by the Higher Learning Commission have eliminated the ability for students to receive college credit through the Applied Learning Institute unless the instructor has at least 18 masters credits in the field. However, students are still able to gain college credit by taking the courses as a PSEO student. We have had PSEO students in our CNA, EMT, Carpentry and Graphic Design Media programs.

Prior to the HLC directive requiring all college level courses to be taught by an instructor with 18 masters credits in the field, ALI was able to work with Mesabi Range College, Rainy River Community College, Hibbing, Itasca and Vermilion Community College and local CTE instructors. Perkins and non Perkins high instructors delivered 170 concurrent enrollment credits in FY 19. Last year after the changes, zero credits were delivered due to licensure changes. The region currently has only four instructors that meet the current Minnesota State career, technical and professional credential minimum qualifications.

Itasca will continue with offering concurrent enrollment where possible and is moving towards using credit by examination to offer an articulated credit. That being said, the True North Stars Consortium will look at how they can expend on this. Itasca's secondary schools' broker with our neighboring colleges with courses that Itasca does not offer.

Below you will find the process that the True North Stars Plan to utilize moving forward.

Itasca Currently Offers:

- concurrent enrollment
- articulation credits - by examination
- PSEO
- And will work with Hibbing and East Range (True North Stars) to expand within CTE

True North Stars Plan moving forward for Early College:

Year 1 - Define and Measure

Clearly define the need in context.

Collect Data

Disaggregate Data

Discuss Data with State Staff

Identify gaps

Develop a plan

Bring individuals together to develop a plan on how to best move forward

Determine if funds need to be allocated

Encourage professional development offered by state

Develop marketing materials and a way to inform teachers/students/parents

Year 2 - Analyze and Improve

Observe the data metrics and look for correlations to the identified need.

Consolidate the information

Select and begin initial improvement strategies

Year 3 - Improve and Control

Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year

Employ statistical data control tools to maintain process fulfillment in delivering to the need.

We do not have funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

1)E

3)

4)A-B

5)D-F-J-L

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.

We, more than ever, want to support professional development. Coordinators and staff will attend CTE Works and look to attend MACTA and ACTE Vision Conference and/or National Policy Conference. Instructors and teacher will also attend: MTEEA Fall Conference, CTE Works Conference, Transition 2021, MDE Work Based Learning Summit, BPA Regional Presidents Meetings and more.

As a consortium we look to provide professional development for our teachers/instructors so that they stay up-to-date with new and innovative ideas to bring back to their classrooms.

Due to many changes within CTE: teacher Licensure, Perkins V, State Consortium Requirements, etc. Itasca's consortium will collaborate with neighboring consortiums to bring the needed training to their area. The consortium leader will work with state staff and MDE specialists to develop/coordinate training in the areas of: POS, Teacher licensure, WBL, TSA's, and alternative licensure options. Due to the shortage of CTE teachers we need to work with all consortium leaders to find unique ways to offer training for future CTE teachers.

Throughout this process, we will also encourage and push administrators and staff to join in on all training opportunities available. This will be a collaborative effort for NE MN Consortium Leaders because training is needed and we need to work together to provide the best training possible.

As a consortium, we will continue to look for ways to recruit diverse CTE teachers to our area. The consortium leader will need to collaborate with other consortium leaders and state staff to determine what others are doing to recruit diverse CTE teachers and how they are retaining them. This has been a struggle within the rural areas due to industry. Teachers learn very quickly that they can earn a lot more money in industry than teaching. On the flip side, this is also an issue with industry so the question that will need to be answered is.... How can we work together - industry and education to bring diverse workforce/teachers/students to our area? Team Work = SUCCESS.

Below you will find the process as to how the True North Stars plans to move forward.

True North Stars Plan moving forward for Professional Development:

- *Year 1 - Define and Measure*
 - *Clearly define the need in context.*
 - *Collect Data*
 - *Disaggregate Data*
 - *Discuss Data with State Staff*
 - *Identify gaps*
 - *Develop a plan*
 - *Bring individuals together to develop a plan on how to best move forward*
 - *Determine if funds need to be allocated*

- *Encourage professional development offered by state*
 - *Workshops*
 - *Conferences*
- *Collaborate with other Perkins Coordinators to discuss ways to:*
 - *Attract Underrepresented individuals*
 - *Discuss ways to bridge the gap for CTE Teachers*
 - *Advocate for CTE License Programs*
 - *Discuss ways to help support teachers wanting to go back for a CTE License (financially)*
- *Year 2 - Analyze and Improve*
 - *Observe the data metrics and look for correlations to the identified need.*
 - *Consolidate the information*
 - *Select and begin initial improvement strategies*
- *Year 3 - Improve and Control*
 - *Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year*
 - *Employ statistical data control tools to maintain process fulfillment in delivering to the need.*

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

1)A-F

2)A-I

3)

4)A-B

5)A-T

6)

Element #2 - Strategy 2

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.

Itasca's coordinator and board will take the necessary time/steps needed to understand and disaggregate the data so that we will know where improvements are needed. In order for this to happen, training on how to gather and understand the data will be needed throughout the consortium. We will collaborate with state and MDE specialists to deliver the necessary training.

The coordinator will review the data as a whole and will then break it down to program levels, special populations and demographics. Each year the data will be reviewed and distributed to all administrators, teachers and necessary staff. If our consortium notices a decline and does not meet performance targets for three years in a row, funding will be directed to close the gaps and we will ask the state for technical assistance.

Below you can read about some of the findings from the combined CLNA "True North Stars".

First and foremost, this question was not an established need for examination in our CLNA documentation. Further, COVID19 has prevented a possible follow-up meeting that would have revealed this gap and afforded us the opportunity to address this aspect prior to the submission of the application. That being said, within each post-secondary and secondary educational institutions, there are staff and policies in place to support students in need. Moving forward, our expectation is to pursue continuous improvement in this specific element.

As part of the discussions and analysis of the data, it became apparent that a "common brand" will be necessary. Due to the rural nature of our consortia, a modified structure such as "career fields" versus career pathways. Too restrictive and narrow a channel for students to pursue excludes said students from the opportunities available and limits or puts into jeopardy our continued reach to students from CTE. Faculty and students voiced concern over the ability of districts to offer continuous focusses career pathways. We see this as an important discussion at the state and federal level, especially as it pertains to Northern Minnesota as opposed to Metropolitan areas.

True North Stars Plan moving forward for Performance Gaps:

Year 1 - Define and Measure

- **Clearly define the need in context of the individual organization.**
- **Collect Data**
- **Disaggregate Data**
 - **Discuss Data with State Staff**
 - **Identify gaps**
- **Develop a plan**
 - **Bring individuals together to develop a plan on how to best move forward**
 - **Determine if funds need to be allocate**
- **Encourage all to participate in professional development opportunities provided by the state**

Year 2 - Analyze and Improve

- **Observe the data metrics and look for correlations to the identified need.**
- **Consolidate the information**
- **Select and begin initial improvement strategies**

Year 3 - Improve and Control

- **Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year**
- **Employ statistical data control tools to maintain process fulfillment in delivering to the need.**

We do not have funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

1)A-F

2)

3)

4)A-B

5)A-T

6)

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

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

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

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

FY21-FY22 will be brining possible changes to the consortium's governance. We will take a look at our needs assessments throughout the region and how we all work with each school district, college and industry to put forward a plan that does indeed work for all. Each of our consortia have already had discussions with our leaders and are working on how best to move forward.

During FY20, East Range, Hibbing Chisholm and Itasca Consortia came together to complete a CLNA application for the purposes of putting together a 3 year plan to create one consortium.

True North Stars Three-Year Plan

Introduction

Below you will find Itasca, Hibbing and East Range's three-year plan. Our "future" True North Stars Consortium would like to submit a request in the amount of \$30,000.00/year to help support the combination of our three consortia.

True North Stars consortium will cover all of Northeast Minnesota and will encompass over 100 superintendents/principals/counselors/teachers and fiscal agents at the secondary level and over 50 instructors/provosts/business staff and president on the postsecondary side. This request will be the start of an alliance that will work together in creating and developing standardized operating procedures (SOP's) and practices which will provide those involved with the tools necessary to succeed. SOP's will help eliminate any potential confusion and waste we are bound to find within our consortiums assessments. We will be the "True North Stars" that will be a well-mined working consortium.

The “True North Stars” consortium plan:

- Year 1 – Strategize/Plan/CLNA
- Year 2 – Strategize/Plan/Develop/Combine Calendar
- Year 3 – Strategize/Plan/Develop/Combine Perkins Proposal (FY23)/Train

Year 1

The five consortium leaders plan to meet every other week to first focus on combining our seven comprehensive local needs assessments (CLNA). This will include bringing together each consortia’s teachers, instructors and advisory board members to present them with our plan on combining consortiums and listening to all of their feedback and suggestions on how each group can work together. We will also be bringing our administrators, provosts, fiscal folks and counselors together to start the discussions on how best to move forward because guess what folks...*we are moving forward!*

Funds will be used for:

- Coordination
- Travel (plan to meet every other week in Hibbing)
- Combining our CLNA
- Setting up an initial meeting with instructors, staff, administrators, advisory boards
- Working on how we can start to combine some of our activities for our two year plan
- Hiring a third-party to help us with some of the structure e.g., Blandin Foundation

Year 1 Budget Postsecondary

Fiscal Agent - Itasca Community College

1851 East Hwy 169

Grand Rapids, MN 55744

Karen Kedrowski – VP Finance

kkdrowski@nhed.edu

Coordination	Multi Consortia Costs Itasca Hibbing East Range	\$15,000
Travel/Meals	Multi Consortia Coordinator Mileage/Meals	\$5,000

Page Break **Year 1 Budget secondary**

Fiscal Agent - Hibbing High School – ISD

800 East 21st Street

Hibbing, MN 55746

Alex Kaczor – Business Manager

Alex.kaczor@isd701.org

Mileage	Mileage for 50 Teachers	\$3,750
Substitute Teacher Reimbursement	Sub Costs for 50 Teachers	\$6,250

Year 2

This year we will again bring together each consortia’s teachers, instructors and advisory board members to present to them our combined calendar and what we as groups came up with on some of our SOP’s and how each group can work together. This will also be true for our administrators, provosts, fiscal folks and counselors. Within this year we hope to name our secondary fiscal agent and start to develop SOP’s that we will be able to train our folks on come Year 3.

Funds will be used for:

- Coordination
- Travel (plan to meet every other week in Hibbing)
- Secondary Fiscal Agent – SOP’s
- Training and Development Plan
- Meeting with instructors, staff, administrators, advisory boards
- Working on our combined activities
- Hiring a third-party to help us with some of the structure e.g., Blandin Foundation

Year 2 Budget

Coordination	Bimonthly Consortium leader meeting, Teacher/Instructor/Counselor Meeting, Administrator Meeting, Fiscal Agent Meeting, Joint Activities, Development of SOP’s,	TBD
Travel/Meals	Teacher (sub, mileage), Instructor mileage, etc.	TBD

Year 3

Training Year!!! This year we will again bring together each consortia's teachers, instructors and advisory board members to present to them our combined calendar, secondary and postsecondary performance data goals and two year plan moving forward as well as train everyone needed on all the SOP's we put together. Some of these procedures will include: how to request funds, how to properly submit funds and who to submit them to, etc. We hope to have a preliminary organizational cart together as well as meetings and professional development opportunities.

Funds will be used for:

- Coordination
- Travel (plan to meet every other week in Hibbing)
- Training
- Meeting with instructors, staff, administrators, advisory boards
- Continue to work on our combined activities

Year 3 Budget

Coordination	Bimonthly Consortium leader meeting, Teacher/Instructor/Counselor Meeting, Administrator Meeting, Fiscal Agent Meeting, Joint Activities, Development of SOP's,	TBD
Travel/Meals	Teacher (sub, mileage), Instructor mileage, etc.	TBD

Lastly, these funds will also be used for the consortium leaders to work with other CTE partners such as ALI, IRRRB and other leaders on how we can best leverage the funding coming to our

area.

Below you will find Itasca's current consortium configuration, systems, and operations.

The Itasca County Perkins Consortium does not have a Memorandum of Understanding but the Itasca Area Schools Collaborative does have a documented governance/decision-making structure and documented responsibilities of consortium members. The following is an explanation of how we function. Please note the meeting notes.

How We Function

The Itasca County Consortium planning structure is innovative, exciting and exclusive to our region. It starts with a collaborative structure made up of three distinct groups focusing on education and workforce development. Perkins is one of these groups.

Itasca Area Schools Collaborative (IASC)

The Itasca Area Schools Collaborative (IASC), under a joint powers agreement, was formed in August 2005 to bring new focus to a partnership of area school districts seeking increased educational opportunities for students.

As a result of strong existing collaborations among the districts in a number of different areas, the districts analyzed, explored, redefined and expanded its focus to increased educational opportunities for learners by increasing cooperation and coordination among school districts, other governmental units, and postsecondary institutions.

Leveraging relationships and trust between districts, IASC intends to achieve education transformation and improve sustainable education outcome through strengthened partnerships and cooperation, state of the art architectures, integration of functions and enhanced stakeholder understanding.

Mission: Collaborate to most efficiently and effectively educate all learners.

Vision: Be the trusted provider of education promoting, economic opportunity and lifelong learning for the Itasca Area.

Overarching Strategy: Achieve education transformation and improve sustainable educational outcomes through strengthened partnerships and cooperation, state-of-the-art architectures, integration of function and enhanced stakeholder understanding.

Members are:

Itasca Community College

Deer River School District

Floodwood School District

Grand Rapids School District

Greenway School District

Hill City School District

Naushwak-Keewatin School District

Northland –Remer School District

Applied Learning Institute (ALI)

Next in understanding our Perkins collaboration structure is the Applied Learning Institute. Applied

Learning Initiative (ALI) was formed in 2006 to enhance the curriculum in northeast Minnesota by providing practical/experiential learning that combines hands-on training and technology. Areas of focus:

- Construction Trades
- Healthcare
- Pre-engineering
- Advanced Automotive
- Construction Trades
- Entrepreneurship

ALI is a partnership connecting northeastern Minnesota school districts, colleges of the Northeastern Higher Education District (NEHED), Iron Range Resources (IRR), Range Association of Municipalities and Schools (RAMS), and Minnesota Center for Engineering and Manufacturing Excellence (MNCEME). ALI is funded through a Minnesota legislative appropriation to NEHED, funds from Iron Range Resources, and membership dues from partners/partner institutions.

Itasca County Perkins Consortium

Finally is our Perkins Consortium with the same membership as IASC. All groups have overlapping goals focused on strengthening our work force through our educational institutions.

Planning and collaboration with Perkins funding is not exclusive to the “Perkins World.” IASC, ALI and Perkins move together towards the same outcome of providing quality education for our students in rural northern Minnesota. Although we have meetings specific to each organization, the work is the same.

Meeting information

- IASC meets monthly. Perkins reports are given to IASC quarterly.
- ALI team meets as needed - at least three times a year.
- Perkins meetings are as needed at least three times a year.

Perkins meeting make-up (telepresence)

High School Principals

High School CTE Instructors

Superintendents

College Dean

Fiscal agents

Perkins Coordinator

Special Education teachers

CTE instructors

Industry partners

Other important collaboration partners

Blandin Foundation

Grand Rapids Area Chamber of Commerce

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

1)A-F

2)A-I

3)

4)A-B

5)A-T

6)

Element 1-5

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.

Reserve funding will be used to support the following in rural areas to foster innovation and promising and proven career and technical education programs within the consortium.

Perkins approved supplies and equipment

Staff Development

Career Exploration

Program of Study Development

Please see attached Spreadsheets - Consortium FY21 Combined Budget and FY21 Itasca Equipment Professional Development Proposed

Reserve funds will comply with Perkins Section 135, focusing on industry-standard equipment and training thereof. The budget will reflect the needs and be appropriated and equitably allocated whilst allowing for continuous improvement, agility and region-specific needs, though are not limited to the existing career pathways presently in force.

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

1)A-F

2)A-H

3)

4)A-B

5)A-T

6)

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

Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	2400
Postsecondary Subtotal	2400
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	2400
Secondary Subtotal	2400
TOTAL	4800

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
To Be Determined	Coordinator	Secondary/Postsecondary		70%	
Greta Crowe	CLA - Nursing	Postsecondary		100%	
Joline Leone	CLA - Natural Resources	Postsecondary		100%	

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
AP3_ICC_Perkins

Position Description
CLA1-Position Description Natural Resources 2020

Position Description
Greta Crowe CLA II -Nursing Sciences 3.31.20

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

State-recognized Program of Study 1

POS 1

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

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.

Grand Rapids - 19901

Deer River - 19901

Greenway - 19901

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.

Itasca Community College - Natural Resources - Forest Resources/Wildland Fire

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	SAE		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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	Diploma	AAS	
Work-based Learning	Internships		
Licensure	NA		
Certification	National Wildfire		
Industry-Recognized Credential	National Wildfire Certification		

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")

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program areas and are aligned with industry standards.

Program Approval Process

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

Component is present?

- Yes
- No

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

Advisory Boards (secondary and postsecondary)

CLNA Data

DEED

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")

Program Approval Process

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")

Itasca Community College is Accredited by the Higher Learning Commission FY20

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")

In most cases facilities, equipment, technology and materials used within the programs reflect current workplaces (not always the case).

Equipment lists for secondary and postsecondary

There will always be a need to upgrade and purchase new equipment to meet industry standards. Along with this comes the need to provide professional development to support these programs.

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")

CTSO's

Project Based Learning Activities

Job Shadow - SAE

Internships at the postsecondary level.

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")

Advisory Boards - provide and advise those involved with where improvements need to be made and with best practices

Workforce Development provides us with up-to-date employment data.

WBL -evaluate student performance with validates the course in order to award credit.

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

State-recognized Program of Study 2

POS 2

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

Engineering, Manufacturing, & Technology

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

Facility and Mobile Equipment Maintenance

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

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

List high school(s) and program code here.

Hill City - 17302

Northland-Remer - 171710

Greenway - 17302

Deer River - 17302

Grand Rapids - 17302

Nashwauk-Keewatin - 17302

Floodwood - 17302

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.

Hibbing Community College

- Automotive Technician
- Diesel Mechanics - AAS and Diploma

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	NA		
-----	----	--	--

Work-based Learning	Independent Internships		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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	Diploma	AAS	
Work-based Learning	Independent Internships		
Licensure	NA		
Certification	ASE		
Industry-Recognized Credential	ASE		

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")

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program areas and are aligned with industry standards.

Program Approval Process

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

Component is present?

- Yes
- No

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

Advisory Boards (secondary and postsecondary)

CLNA Data

DEED

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")

Program Approval Process

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")

Hibbing Community College is Accredited by the Higher Learning Commission.

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")

In most cases facilities, equipment, technology and materials used within the programs reflect current workplaces (not always the case).

Equipment lists for secondary and postsecondary

There will always be a need to upgrade and purchase new equipment to meet industry standards. Along with this comes the need to provide professional development to support these programs.

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

Component is present?

- Yes

No

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

Project Based Learning Activities

Independent Internships

The school also allows for community members/student automobiles/snowmobiles/etc. to be brought in and worked on. This is great hands on activities and "simulates" exactly what happens in a working shop.

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")

Advisory Boards - provide and advise those involved with where improvements need to be made and with best practices

Workforce Development provides us with up-to-date employment data.

WBL -evaluate student performance with validates the course in order to award credit.

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

State-recognized Program of Study 3

POS 3

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

Engineering, Manufacturing, & Technology

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

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.

Northland Remer - 171710

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.

Itasca Community College - Engineering - 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	NA		
Work-based Learning	NA		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS		
Work-based Learning	Internships		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	Solid Works		

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")

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program areas and are aligned with industry standards.

Program Approval Process

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

Component is present?

- Yes
- No

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

Advisory Boards (secondary and postsecondary)

CLNA Data

DEED

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")

Program Approval Process

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")

Itasca Community College is Accredited by the Higher Learning Commission FY20

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")

In most cases facilities, equipment, technology and materials used within the programs reflect current workplaces (not always the case).

Equipment lists for secondary and postsecondary

There will always be a need to upgrade and purchase new equipment to meet industry standards. Along with this comes the need to provide professional development to support these programs.

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

Component is present?

- Yes
- No

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

Project Based Learning Activities and Industry Internships at the postsecondary level.

Industry Partnership Projects

Community Partnership Projects

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")

Advisory Boards - provide and advise those involved with where improvements need to be made and with best practices

Workforce Development provides us with up-to-date employment data.

WBL -evaluate student performance with validates the course in order to award credit.

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

State-recognized Program of Study 4

POS 4

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

Engineering, Manufacturing, & Technology

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

Manufacturing Production Process Development

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

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

List high school(s) and program code here.

Northland Remer - 172306

Greenway - 170321

Grand Rapids - 170321

Floodwood - 172306

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.

Mesabi Range - Welding 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	Industry Partnership Projects		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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	Diploma		
Work-based Learning	Independent Internships/Industry Partnership Projects		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	AWS		

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")

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program areas and are aligned with industry standards.

Program Approval Process

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

Component is present?

- Yes
- No

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

Advisory Boards (secondary and postsecondary)

CLNA Data

DEED

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")

Program Approval Process

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")

Mesabi Range College is Accredited by the Higher Learning Commission.

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")

In most cases facilities, equipment, technology and materials used within the programs reflect current workplaces (not always the case).

Equipment lists for secondary and postsecondary

There will always be a need to upgrade and purchase new equipment to meet industry standards. Along with this comes the need to provide professional development to support these programs.

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")

Industry Partnership Projects

Independent Internships

Project Based Learning Activities

Job Shadow

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")

Advisory Boards - provide and advise those involved with where improvements need to be made and with best practices

Workforce Development provides us with up-to-date employment data.

WBL -evaluate student performance with validates the course in order to award credit.

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.

Arts, Communications, & Information Systems ▼

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

Printing 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.

Grand Rapids High School - 171502

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

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

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

Mesabi Range - Graphic Design Media

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	NA		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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	Diploma	AAS	
Work-based Learning	Independent Internships and Community Projects		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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")

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program areas and are aligned with industry standards.

Program Approval Process

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

Component is present?

- Yes
 No

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

Advisory Boards (secondary and postsecondary)

CLNA Data

DEED

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")

Program Approval Process

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")

Mesabi Range College is Accredited by the Higher Learning Commission.

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")

In most cases facilities, equipment, technology and materials used within the programs reflect current workplaces (not always the case).

Equipment lists for secondary and postsecondary

There will always be a need to upgrade and purchase new equipment to meet industry standards. Along with this comes the need to provide professional development to support these programs.

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")

Independent internships

Community Projects - Design and printing of t-shirts for 5k races, cancer benefits, etc.

Project Based Learning Activities

Job Shadow

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")

Advisory Boards - provide and advise those involved with where improvements need to be made and with best practices

Workforce Development provides us with up-to-date employment data.

WBL -evaluate student performance with validates the course in order to award credit.

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

State-recognized Program of Study 6

POS 6

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

Engineering, Manufacturing, & Technology

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

Construction

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

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

List high school(s) and program code here.

Greenway - 171016

Deer River - 171016

Grand Rapids - 171016

Nashwauk-Keewatin - 171016

Floodwood - 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.

Mesabi Range - Construction

- Carpentry - Construction Trades

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	Community Projects	Independent Internships	

Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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	Diploma		
Work-based Learning	Industry and Community Projects	Independent Internships	
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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")

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program areas and are aligned with industry standards.

Program Approval Process

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

Component is present?

- Yes
- No

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

Advisory Boards (secondary and postsecondary)

CLNA Data

DEED

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")

Program Approval Process

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")

Mesabi Range College is Accredited by the Higher Learning Commission.

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")

In most cases facilities, equipment, technology and materials used within the programs reflect current workplaces (not always the case).

Equipment lists for secondary and postsecondary

There will always be a need to upgrade and purchase new equipment to meet industry standards. Along with this comes the need to provide professional development to support these programs.

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")

LIST OF EVIDENCE (IF NOT PRESENT, ENTER "N/A")

Independent Internships

Community Projects

Project Based Learning Activities

Job Shadow

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")

Advisory Boards - provide and advise those involved with where improvements need to be made and with best practices

Workforce Development provides us with up-to-date employment data.

WBL -evaluate student performance with validates the course in order to award credit.

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.

Business, Management, & Administration

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

Administrative Support

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

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

List high school(s) and program code here.

Grand Rapids High School - 140710

Greenway - 14071

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.

Mesagi Range - 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		
Work-based Learning	Independent Internships	Job Shadow	
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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	Certificate	Diploma	AS
Work-based Learning	Independent Internships		
Licensure	NA		
Certification	NA		
Industry-Recognized Credential	NA		

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")

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program areas and are aligned with industry standards.

Program Approval Process

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

Component is present?

- Yes
- No

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

Advisory Boards (secondary and postsecondary)

CLNA Data

DEED

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")

Program Approval Process

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")

Mesabi Range College is Accredited by the Higher Learning Commission.

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")

In most cases facilities, equipment, technology and materials used within the programs reflect current workplaces (not always the case).

Equipment lists for secondary and postsecondary

There will always be a need to upgrade and purchase new equipment to meet industry standards. Along with this comes the need to provide professional development to support these programs.

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")

CTSO's

Project Based Learning Activities

Job Shadow

Independent Internships

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")

Advisory Boards - provide and advise those involved with where improvements need to be made and with best practices

Workforce Development provides us with up-to-date employment data.

WBL -evaluate student performance with validates the course in order to award credit.

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):

Itasca Consortium Statement of Assurance

Secondary Supplemental Budget:

Itasca Secondary-Supplemental-Budget-Amplifund-Worksheet take 3

Consortium Consolidated Equipment Inventory

InventoryEquipmentList

Additional Material

Itasca

Additional Material

Itasca-Statement-of-Assurances-Form-2-11-2020-317

Additional Material:

Itasca-Statement-of-Assurances-Form-2-11-2020-319

Additional Material:

FY21ItascaEquipmentProfessionalDevelopmentProposed

Additional Material:

Consortium FY21 Combined Budget

Additional Material:

Additional Material

Additional Material:

Additional Material:

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

Budget

Proposed Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
b. Secondary Non-Personnel	\$17,700.00	\$17,700.00
b. Secondary Non-Personnel	\$8,700.00	\$8,700.00
f. Postsecondary Non-Personnel	\$8,000.00	\$8,000.00
Subtotal	\$34,400.00	\$34,400.00
E) Narrative 5: Special Populations		
e. Postsecondary Personnel (Salary and Benefits)	\$50,000.00	\$50,000.00
Subtotal	\$50,000.00	\$50,000.00
F) Narrative 6: Work-based Learning		
b. Secondary Non-Personnel	\$5,700.00	\$5,700.00
c. Secondary Equipment	\$2,584.00	\$2,584.00
Subtotal	\$8,284.00	\$8,284.00
H) Narrative 8: Support to Professionals		
b. Secondary Non-Personnel	\$8,371.28	\$8,371.28
f. Postsecondary Non-Personnel	\$3,619.75	\$3,619.75
f. Postsecondary Non-Personnel	\$5,752.13	\$5,752.13
Subtotal	\$17,743.16	\$17,743.16
J) Narrative 10: Consortium Governance		
a. Secondary Personnel (Salary and Benefits)	\$30,000.00	\$30,000.00
b. Secondary Non-Personnel	\$3,108.24	\$3,108.24
Subtotal	\$33,108.24	\$33,108.24
K) Narrative 11: Reserve Funds		
b. Secondary Non-Personnel	\$2,938.72	\$2,938.72
e. Postsecondary Personnel (Salary and Benefits)	\$30,000.00	\$30,000.00
f. Postsecondary Non-Personnel	\$3,074.51	\$3,074.51
g. Postsecondary Equipment	\$3,500.00	\$3,500.00
g. Postsecondary Equipment	\$33,635.79	\$33,635.79
Subtotal	\$73,149.02	\$73,149.02
Total Proposed Cost	\$216,684.42	\$216,684.42

Proposed Budget Narrative

B) Narrative 2: Programs of Study

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

b. Secondary Non-Personnel

CTSO - FFA. BPA, Supermileage

f. Postsecondary Non-Personnel

ICC Career Fair and Natural Resources Event

b. Secondary Non-Personnel

CTE Related Field Trips and Career Exploration

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)

CLA - Natural Resources and Nursing Working with both secondary and postsecondary on POS/Career Pathways.

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)

c. Secondary Equipment

WBL - Child Care Equipment Set

b. Secondary Non-Personnel

CTE Works Conference, Transition 2021 Conference, MDE WBL Conference

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

Coordinator Professional Development/Travel Examples include but are not limited to: MN CTE works, collaboration with NE Coordinators, secondary schools

f. Postsecondary Non-Personnel

Professional Development - Natural Resources, Engineering, Nursing Yet to be Determined

b. Secondary Non-Personnel

Professional Development Teachers and Coordinator Professional Development and Travel

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)

a. Secondary Personnel (Salary and Benefits)

Coordinator Salary

b. Secondary Non-Personnel

Support for Consortium

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)

f. Postsecondary Non-Personnel

Professional Development - Natural Resources, Engineering, Nursing Yet to be Determined

g. Postsecondary Equipment

Equipment - Yet to be determined by Board

e. Postsecondary Personnel (Salary and Benefits)

Coordinator Salary/Fringe

b. Secondary Non-Personnel

Professional Development

g. Postsecondary Equipment

Equipment - Support for POS

