



FY21-22 Lake Superior Consortium

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

Submitted by Jill Murray

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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 Lake Superior Consortium

Total Amount of Award Requested

\$486,207.06

Primary Contact Information

Name

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Phone Number

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.

Lake Superior College

Esko Public Schools

Duluth Public Schools

Hermantown Public Schools

Lake Superior Schools

Proctor Public Schools

Cook County High School

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.

Due to COVID-19, many of our outreach efforts were either canceled or mitigated.

Lake Superior College collaborated with Itasca, Hibbing and East Range to complete a regional CLNA. As a region, we collaborate with many of the same industry's and have brokered programs within our consortiums. Together, we developed an online survey and invited local secondary, postsecondary teachers and students along with industry partners to participate. The consortiums also acquired information from DEED, Career Force Centers and advisory board meeting minutes.

The assessment guided us to take a step back and look at the facts/data. It also showcased many of our efficiencies or lack thereof. As consortium leaders we will work as efficiency as possible to develop SOP's that will allow seamless transition for students from high school to college to work.

Listed below you see many of our findings:

Barriers that students face in learning about and enrolling in CTE programs

Student needs and challenges

Guiding transitions to postsecondary education and training

Guiding transitions to employment

Challenges to serving special populations

Instructor Challenges

Industry Challenges

Need for professional development

Need for equipment

Need for collaboration

Need for "written" process and procedures

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

Element #1: Student Performance on Required Performance Indicators

Postsecondary Consortia will collect and disaggregate the data to determine how we can meet/improve our performance indicators

Secondary Consortia leader will collect and disaggregate the data to determine how we can meet/improve our performance indicators

Once we have completed collecting and disaggregating our data we will determine how we will move forward

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.

Need to be able to determine what constitutes effective size and scope within our own consortia.

Quality will be maintained even in small programs.

Provide necessary equipment and professional development.

Industry involvement.

CareerForce involvement.

ALI alignment in appropriate areas and schools.

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 license 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 group

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

The ability to hire and retain quality licensed CTE staff.

Have a way to train and license non-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 K-12 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.

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.

Lake Superior Consortium two-year grant:

The CLNA identified which programs of study are strong and which ones need work. The Engineering, Manufacturing, & Technology career fields represent the largest number of POS within the consortium. The Construction POS are aligned from high school to Lake Superior College and into Industry and include industry credentials in safety. There are numerous articulated credits that exist within the Construction POS pathways. The Automotive POS in Duluth offers ASE certification and numerous articulated credits with LSC. LSC has articulated 12 credits from the Automotive program in Duluth. The equipment is aligned with ASE nationwide curriculum and standards. The Nursing program in Duluth offers industry aligned credentials. Students complete a number of required hours of clinicals and 60 skills as they prepare for their industry aligned credentials and certification. The students earn articulated credit that is accepted at LSC and St. Scholastica. Each of these programs have strong advisory boards with representation from high schools, colleges, industry experts, and local workforce officials. (CLNA - Element 2, High Skilled, High-wage, In-demand). Each of these programs provide career exploration and career development activities. Construct Tomorrow, Tour of Industry, and EPIC are events that students participate in to experience these areas. (CLNA Element 3, Strategy 1,2,3,4) (CLNA Element 5, Strategy 1,2,3,5) Perkins funds are used for Transportation, Substitutes, and PD. Sec 135 (1Bi,Bii,Biii,Biv, 1C,1E,1F).

The results from the CLNA identified areas that need improvement. The Lake Superior's Consortium needs to take a step back and concentrate on our Programs of Study (POS). By stepping back, we will evaluate the POS's in the Career Fields, Engineering, Manufacturing, & Technology, Health Science Technology, and Human Services in the first year, and the other three in the second year. Through the collaborative efforts of the NE MN initiatives, regional and state, events (Construct Tomorrow, EPIC, etc), and standardization of policies and procedures our POS will become more equitable (CLNA Element 2, Strategy 3,4,5). Our consortium will continue to analyze the results from the CLNA, improve College and Career Readiness Skills through professional development, skills training, and support, in order to explore and expand educational opportunities for teachers and students (CLNA Element 3, Strategy 1) (Sec 135 1d, 2a,b,c,g,h). Our goal is to increase collaboration among all stakeholders including local school districts, government agencies and postsecondary institutions. (CLNA Element 4, Strategy 1,2,3,4,5) Sec 135 (1e,f, 2d,e,g,h,i, 4a,b, 5r,s,t) The consortium will help to bridge the gaps within the CLNA through these collaborations to efficiently and effectively meet the needs for our stakeholders.

The CLNA identified that many of our schools struggle with the recruiting and retention of CTE teachers. Without educators we wouldn't have programs. Schools also struggle with equipment and space issues, technology, professional development opportunities and most of all "time". So, what can we do to increase recruiting and retention efforts? How can we streamline and be flexible enough to work together collaboratively to combat technology issues and possibly offer more courses for students within career fields? How can we formulate SOP's to increase efficiencies? Professional Development is a requirement for the recruitment and retention of CTE teachers. CLNA Element 1 and 3, clearly showed us the need to define CTE and what it means to the community and the schools. Professional Development is provided for teachers in Manufacturing in shop tours. Instructors across the consortium tour facilities and learn the newest technologies and strategies used in industry. The collaboration with industry provides deep insight into what needs to be taught in the classroom. (Sec 135, 2a,b,g,h,i)

These are all good questions that we hope to gain answers to over the two-year grant cycle.

The CLNA has identified the consortiums need to take steps towards meeting the requirement of having a minimum of six complete state-recognized programs of study. This includes forming teams in career fields that will meet to research, design, and develop a strategic plan for implementation in year two. The consortium will focus on two career fields within FY21 - Health Science and Engineering, Manufacturing & Technology.

According to DEED's job vacancy survey: Employers in Northeast Minnesota reported 8,110 job vacancies in the fourth quarter of 2018, the second highest number ever posted, and a 50% increase compared to the prior year. Demand for workers was across all industries, with the largest number of opening in health care and social assistance (2,779 job vacancies), accommodation and food services (1,481 vacancies), retail trade (882 vacancies), transportation and warehousing (600 vacancies), and manufacturing (451 vacancies). Strategies may include:

licensure training, teacher recruitment, courses to be offered, marketing, equipment needs, supporting special populations and more.

Another step within our two-year plan will include collaborating with the local workforce board in finding ways to leverage each other's funds to best educate and market CTE. We are fortunate that our local workforce board is very willing to work with us in developing a plan centered around career exploration for k-12 and beyond. Together, we will determine ways to best support and educate our teachers, students, counselors, administrators and community members as to what CTE is and why it is so important.

As Perkins funds cannot do everything, we need to educate the consortium on alternative funding sources to maximize the available resources for all schools. We need to work together to leverage all our funds and resources.

Lake Superior Perkin's Consortium Plan

Lake Superior's Secondary and Postsecondary coordinators 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 consortium's assessments. Once the SOP's are developed they will then be presented to the board for approval and training will begin.

Starting Fall Semester - Our Plan to Plan will include ways for us to track our teachers (secondary and postsecondary), their CTE license, approved courses, TSA's, WBL and advisory board meeting minutes. We are in the midst of developing a repository for all Perkins information so not one person is the owner of all material (transparency). All information including SOP's will be stored here where everyone in the consortium will have access (training will be provided on how to access the repository). Once we have collected and disaggregated our data we will move towards making improvements on recruitment (both teachers and students), WBL, TSA's, etc.

We need to have a place to start in order to make improvements. So, below you will find our two-year plan laid out. Funds will be used accordingly.

Year 1 – Fall Semester

- o POS

-

- Collect Data through interview process or from the development of a form

-

- POS

-

- Qualified teachers

-

- TSA

-

- WBL

-

- Advisory Boards

- o

- o Work to combine secondary and postsecondary where needed

- o

- o Develop a SOP to be included within each advisory board meeting

-

- for example: making sure all need and required questions are asked - relate back to the CLNA

-

- Equipment Needs

- Secondary and postsecondary will be updating their process on equipment requests
- Postsecondary will be developing new procedures with the college so that they meet Perkins requirements along with Perkins timelines
- Professional Development Needs
 - Secondary and postsecondary will be updating their process on professional development requests
 - Postsecondary will be developing new procedures with the college so that they meet Perkins requirements along with Perkins timelines
- Develop repository for all POS information

Year 1 – Spring Semester

- Develop SOP for updating POS
- Determine if there is an opportunity for new POS

Year 2 – Fall and Spring Semester

- Implement POS SOP
- Provide training for those who will have access to the repository
- Update POS information by using the POS SOP

Secondary POS Funding Focus areas will include but are not limited to:

Develop planning groups in career fields to work towards developing new POS and enhancing current POS.

Total: \$22,900

Expenditure 5: The costs associated with the consortium wide advisors to continue to strengthen and improve the quality of their programs of study. The Duluth school district's nursing program costs for advisor travel to HOSA, and participating events both local and nationally. The Agriculture program in the Lake Superior School District Advisor expenses. Other POS Advisor expenses that accrue from improving POS. (\$11,500) **(368)**.

Sec.135: (2B, 5A, 5B, 5D, 5F, 5L, 5O, 5R)

Expenditure 7: ProStart Professional Development for Cook County’s culinary program that will work towards the POS’s ability to offer industry approved credentials. (\$3,000). **(366)**.

Sec.135: (2B, 5A, 5B, 5D, 5F, 5L, 5O)

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

Expenditure 1: Club support for programs of study includes funding for Robotics, DECA, HOSA, etc., which is used to strengthen the program by marketing and recruiting students to the program. (\$7,000). **(433)**.

Sec.135: (1A, 2A, 2C, 5A, 5B, 5C, 5M, 5N)

Expenditure 2: The Health Occupations program at the Duluth School District has costs associated with the extra costs for clinicals. (\$900). **(433)**.

Sec.135: (1A, 2A, 2C, 5A, 5B, 5C, 5F, 5J, 5M, 5N)

Expenditure 8: New teacher curriculum stipend for the development and improvement on POS courses to help them become new and innovative. (\$500). **(303)**.

New Business teacher at Lake Superior School District - program evaluation and improvement.

Sec.135: (2B, 5A, 5B, 5D, 5F, 5L, 5O)

CLNA: (Element #3) - Progress towards the Implementation and Improvement of CTE programs of Study (POS).

- Strategy 1: Coordination and Collaboration between Secondary, Post-secondary, and Business and Industry.
- Strategy 2: CTE Licensing Pathways
- Strategy 3: Making funding more fluid and responsive to the needs of CTE POS.
- Strategy 4: Expansion and building of POS with Advisory Board Leadership.

(Element # 5) - Progress towards equal access to CTE programs for all students.

- Strategy 1: Working with state and local resources to provide training for licensure and retention of CTE teachers.
- Strategy 2: Provide collaboration with all stakeholders for proper funding for equipment and programs.
- Strategy 3: Expansion and building of POS with Advisory Board Leadership.
- Strategy 5: Increase opportunities to special populations- programming, camps, non-traditional training

Expenditure 2: In alignment with the local needs assessment, and a local need for skills developed in the use of CAD, Proctor is looking to create a CAD program. This expenditure would purchase the computers needed to start a new program. (\$10,000). **(530)**.

Sec.135: (1Bi, 1C, 2A, 2B, 2F, 5A, 5B, 5D, 5E, 5J, 5L, 5N, 5O)

Expenditure 3: The Hermantown Small Engines – Super-mileage program is in need of an industry aligned parts cleaner. The additional equipment needed is the Spindle Sanders used to manufacture the most detailed parts. (\$1,000). **(530)**.

Sec.135: (1Bi, 1C, 2A, 2B, 2F, 5A, 5B, 5D, 5E, 5J, 5L, 5N, 5O)

Expenditure 4: The Duluth Health Occupations is in need of Virtual Reality headsets to continue to train students on industry and college training equipment. St. Scholastica’s undergraduate nursing program has come alongside our program and provided the software and training needed to prepare students in the expanding health care fields. This expenditure would provide a classroom set of VR for students earning Industry Aligned Credentials and certificates in health care. (\$5,500). **(530)**.

Sec.135: (1Bi, 1C, 2A, 2B, 2F, 5A, 5B, 5D, 5E, 5J, 5L, 5N, 5O)

Expenditure 5: The Duluth Automotive program is the only ASE certified program in the northern part of the state of MN. In order to maintain the ASE certified status and offer TSA's that earn students instant pay incentives in local industry, the program is in need of an Auto Scanner (\$3,500) and Wheel Balancer (\$4,500) that allow the program to keep with ASE certification and industry standards. **(530).**

Sec.135: (1Bi, 1C, 2A, 2B, 2F, 5A, 5B, 5D, 5E, 5J, 5L, 5N, 5O)

CLNA: (Element #2) - Program Size, Scope, and Quality to meet the needs of all students.

- Strategy 1: Equipment, Strategy 2: Professional Development
 - Strategy 3: Collaboration with all stakeholders to improve programs,
 - Strategy 4: Marketing
 - Strategy 5: Industry Projects and opportunities.

(Element # 5) - Progress towards equal access to CTE programs for all students.

- Strategy 1: Working with state and local resources for CTE teachers.
- Strategy 2: Provide collaboration with all stakeholders for proper funding for equipment and programs.
 - Strategy 3: Expansion and building of programs of study with advisory board leadership to guide curriculum.
 - Strategy 4: Adding more TSAs to expand programs, non-traditional opportunities, and more.
 - Strategy 5: Increase opportunities to special populations

Postsecondary POS Funding Focus areas will include but are not limited to:

Summer Camps: \$20,000

- **Element #5 Strategy 5:** Increase opportunities to special populations through special programming, camps, and other nontraditional training.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc).
 - Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.
 - Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students.
- **Start & end dates:** Ongoing

- **Required Uses of Funds:** Section 135 (1A, 1B – subpart E,F)

Camps include but are not limited to:

- Firefighting Academy
 - Location - LSC Emergency Response Training Center
 - 25 Students
 - Description
 - Ever wonder what it would be like to live in the boots of a firefighter? Students ages 14-19 will explore career opportunities in the emergency medical, safety and rescue fields. An introduction to firefighting attack, safety and survival will include hose-lines, ladders, ventilation, forcible entry, auto extrication, high angle rescue, search and rescue and CPR. Students will have an opportunity to visit multiple firehouses during the week.
 - Funding will cover
 - Instructor Salary
 - Equipment
 - Transportation
 - Food
 - Supplies
- Scrubs Camp
 - Location – LSC Main Campus
 - Limited to 60 Students
 - Description
 - Students will spend two days exploring a variety of healthcare careers including nursing, laboratory science, social work and many others. Students will experience these career areas through field trips and hands-on activities facilitated by healthcare professionals and college faculty. Students will be provided their own scrubs to wear.
 - Funding will cover
 - Instructor Salary
 - Equipment
 - Transportation
 - Food
 - Supplies
- Welding Camp
 - Location – LSC Downtown Center
 - Limited to 18 Students
 - Description
 - Participants in the camp will be introduced to welding and manufacturing through construction of assembly kits. Students will learn about manufacturing techniques in

addition to the tools and skills used to assemble the kits

- Funding will cover
 - Instructor Salary
 - Equipment
 - Transportation
 - Food
 - Supplies
- Aviation Academy and Women in Aviation
 - Location – LSC Center for Advanced Aviation, Hangar 103
 - Limited to 12 Students
 - Description
 - This summer academy is for young people who are interested in learning more about aviation and aerospace careers, including a coed group and a women’s group. Students will have a chance to operate a flight simulator and experience a “Discovery” flight in LSC’s aircraft. Professionals in the aviation industry will talk about career opportunities. Tours of local aviation partners and the 148th Air National Guard Airbase are also planned.
- Robotics Camp
 - Location – LSC Downtown Center
 - Limited to 20 Students
 - Description
 - Build a working robot. Participants will work in teams at LSC’s Downtown Center to assemble robot, using kits and onsite manufacturing tools and equipment. Guest speakers will talk about jobs in manufacturing and educational pathways.
 - Funding will cover
 - Instructor Salary
 - Equipment
 - Transportation
 - Food
 - Supplies

Club Support - \$15,000

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- **Element #5 Strategy 2:** Professional Development: Externships, equipment, workshops/conferences, regional cluster meetings

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K-12: Allow release time for instructors to attend professional development opportunities.
 - Postsecondary: Allow release time for instructors to attend professional development opportunities
 - Business/Industry: Provide opportunities for faculty/staff to attend professional development trainings
 - Workforce Development: Provide funds for professional development. Offer training/professional development opportunities.
 - **Start & end dates:** Continuously Ongoing

- **Element #5 Strategy 5:** Increase opportunities to special populations through special programming, camps, and other nontraditional training.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc).
 - Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.
 - Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students.
 - **Start & end dates:** Ongoing
 - **Required Uses of Funds:** Section 135 (50)

Clubs included:

- [Auto Body Technology Club](#)
- [Auto Service Technology Club](#)
- [Aviation Maintenance Technology Club](#)
- [Aviation Pilots Club](#)
- [Business Professionals of America Club](#)
- [Computer Technology Club](#)

- [Construction Electricians Club](#)
 - [Cyber Security](#)
 - [Dental Hygiene Club](#)
 - [Fire Technology Club](#)
 - [Integrated Manufacturing/Skills Club](#)
 - [Medical Lab Technology Club](#)
 - [Nursing Club](#)
 - [Physical Therapist Assistant Club](#)
 - [Radiological Technology Club](#)
 - [Respiratory Care Club](#)
 - [Surgical Technology Club](#)
- Funding will cover
 - Instructor/Club Advisor registration
 - Instructor/Club Advisor food
 - Instructor/Club Advisor travel

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POS Planning \$15,000

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- First Year – Health Science, Engineering Manufacturing & Technology, Human Services
- Second Year – Business, Management, & Administration, Agriculture, Food, & Natural Resources, Arts, Communications, & Information Systems
 - Funding will cover
 - Travel
 - Food
 - Curriculum Development
 - Sub Costs
 - Marketing Materials
 - Professional Development
- **Element #3 Strategy 1:** Coordination and Collaboration between Secondary, Post Secondary and Business/Industry

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** K12: participation and engagement
 - Post Secondary: participation and engagement
 - Business/Industry: participation and engagement
- **Start & end dates:** Ongoing continuous improvement
- **Element #3 Strategy 2:** Make earning CTE certification a simpler and more streamlined process
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - Post Secondary: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - Business/Industry: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - **Start & end dates:** Ongoing continuous improvement
- **Element #3 Strategy 3:** Make funding streams more fluid and responsive to the needs of the CTE programs of study
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - Post Secondary: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - Business/Industry: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - **Start & end dates:** Ongoing continuous improvement
- **Element #3 Strategy 4:** Modification of a Career Pathway - offer wider avenues to pathway participation and completion in CTE.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - Post Secondary: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - Business/Industry: advocate legislators, advocate CTE Leadership at the State and Federal levels
 - **Start & end dates:** Ongoing continuous improvement
- **Element #5 Strategy 5:** Educate all stakeholders what is needed for College and Career Readiness as it

relates to CTE job potential.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: Providing professional training for all stakeholders to demonstrate the real world workforce opportunities that are linked to CTE, and not to a 4 year college degree.
 - Post Secondary: Providing opportunities for all stakeholders to take part in Career Exploration as it relates to the trades, and how regular academics overlap with these career pathways.
 - Business/Industry: Providing opportunities to showcase the trades for all stakeholders, and demonstrate to them the potential and need for careers within CTE.
- **Start & end dates:** Ongoing continuous improvement

- **Required Uses of Funds:** Section 135 (1A, 1B – subpart b i-iv, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, Section 3, Section 4, Section 5, Section 6

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.

Lake Superior Consortium will continue to work collaboratively with our local workforce boards and agencies focusing on career exploration. Currently, we work collaboratively to support local student events.

Events/Activities include but are not limited to:

Construct Tomorrow

Healthcare EPIC Event (currently in the planning phase with the hope of our first event Spring 2021)

Planning money for how we can best use our funds "together" to support career exploration from k-12 and beyond

Over the next two years, we will work collaboratively on where we can best use our funds to educate, market and guide students into high skill, high-wage and in-demand jobs. The first year we will focus on planning on how we can develop and improve career exploration within k-12 and postsecondary. Knowledge is power and starting career exploration early will help to guide students into a career field of their choice. We just need to provide them the "opportunities" that are out there.

We also plan to utilize Perkins funding to target-market certain programs that are quick entry into career fields and have materials at places such as Careerforce Center, Steve O'Neil Apartments, Valley Youth Centers, Office of Educational Equity (OEE) offices of Duluth Public Schools; AICHO, SOAR, etc. These materials would give LSC's B&I and AHN programs at least visibility in population areas we often don't get. Also, by utilizing CareerForce we could be in the Duluth offices, but also in all the NEMOJT locations as well.

Secondary POS Funding Focus areas will include but are not limited to:

Market career fields to all students

Expenditure 4: Career planning for CTE is essential. MCIS is a program that prepares students in college and career readiness for CTE. This expenditure is for the entire consortium. (\$15,000). **(406)**

Sec.135: (1A, 1Bi,ii,iii,iv, 1C, 1D, 1E, 4A)

Expenditure 5: CTEcreditMN tracks the alignment of TSA and Industry Earned Credits that can be transferred to industry or college. (\$1,300). **(406)**.

Sec.135: (1A, 1Bi,ii,iii,iv, 1C, 1D, 1E, 4A)

Expenditure 11: Field Trips (\$17,900) for students to expand the student's knowledge for local career opportunities in CTE. (\$2,000). Construct Tomorrow field trips for students to meet local union members and try out different careers related to the trades (\$4,000). Tour of Manufacturing (\$1,400). EPIC HealthCare tour for students to learn about career opportunities in the Medical careers (\$4,000). Field Trips in alignment with the school district of Duluth's POS in nursing, manufacturing, and more (\$4,000). Duluth college and career visits for career exploration to LSC, WITC, etc. (\$2,500). **(365)**

Sec.135: (1A, 2A, 2C, 5A, 5B, 5C, 5F, 5J, 5M, 5N, 5O, 5S, 5T, 6)

CLNA: (Element #2) - Program Size, Scope, and Quality to meet the needs of all students.

- Strategy 1: Equipment, Strategy 2: Professional Development

- Strategy 3: Collaboration with all stakeholders to improve programs,
- Strategy 4: Marketing
- Strategy 5: Industry Projects and opportunities.

(Element # 5) - Progress towards equal access to CTE programs for all students.

- Strategy 1: Working with state and local resources for CTE teachers.
 - Strategy 2: Provide collaboration with all stakeholders for proper funding for equipment and programs.
 - Strategy 3: Expansion and building of programs of study with advisory board leadership to guide curriculum.
 - Strategy 4: Adding more TSAs to expand programs, non-traditional opportunities, and more.

- Strategy 5: Increase opportunities to special populations

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)F

3)

4)A-B

5)A-T

6)

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

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.

The Lake Superior 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

Secondary Funding Focus areas will include but are not limited to:

Expenditure 6: The TSA and Industry Earned Credentials are important pieces in our Programs of Study. OSHA 10, (\$1,800), Duluth SP2, (\$300), Solidworks, (\$2,400), ASE (\$800), Ag -SERVSAFE \$140, Consortium-wide TSA offerings (\$2,860), etc are a few of the opportunities provided for students. **(461)**.

CLNA: (Element #2) - Program Size, Scope, and Quality to meet the needs of all students.

- Strategy 1: Equipment, Strategy 2: Professional Development
- Strategy 3: Collaboration with all stakeholders to improve programs,
- Strategy 4: Marketing
- Strategy 5: Industry Projects and opportunities.

(Element # 5) - Progress towards equal access to CTE programs for all students.

- Strategy 1: Working with state and local resources for CTE teachers.
 - Strategy 2: Provide collaboration with all stakeholders for proper funding for equipment and programs.
 - Strategy 3: Expansion and building of programs of study with advisory board leadership to guide curriculum.
 - Strategy 4: Adding more TSAs to expand programs, non-traditional opportunities, and more.
- Strategy 5: Increase opportunities to special populations

For 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

CLNA - Element #5 - Strategy 4

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 Lake Superior Consortium 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. Potential areas include: 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.

Strategies to Reach Special Populations in CTE include but are not limited to:

College for a Day: This event is hosted at LSC by Disability Services. Area high school students in SPED explore CTE programs on campus and learn what it's like to be a college student for a day.

Program Improvements in Duluth Work-Based Learning Handicapped program to scaffold career exploration and activities that allow students early entry into the fields prior to CTE programs.

Perkins Leadership involvement in promoting non-traditional and special populations to construction and/or skilled industries through our workforce development subcommittees.

LSC hosts a transition conference/dinner in the fall. This conference is for education training, preparation, community networking and recruiting of students with disabilities from regional high schools to Lake Superior College.

SPED - some programs are experiencing success in scaffolding programs. This allows students to stay in courses until basic proficiencies are proven, before allowing them into more advanced courses.

All member sites provide additional resources to promote success for students with special needs as needed, but not directly tied to Perkins funding. This is largely due to state reimbursement rates for SPED.

Summer Camps will also support or focus on traditionally underserved and non-tradition students (funding listed under POS)

Lake Superior College:

Disability Services - <https://www.lsc.edu/current-students/disability-services/>

Affirmative Action - <https://www.lsc.edu/affirmative-action-equal-opportunity/>

Secondary Funding Focus areas will include but are not limited to:

Expenditure 9: Industry Mentor Stipends are provided to bring industry professionals for training, camps, and certifications as needed for the nursing, manufacturing, and POS's to increase opportunities for non-traditional and traditional students in appropriate settings. Industry professional leading summer Camps and training at Lake Superior College for example. (\$8,300). **(303)**

CLNA: (Element #2) - Program Size, Scope, and Quality to meet the needs of all students.

- Strategy 1: Equipment, Strategy 2: Professional Development
- Strategy 3: Collaboration with all stakeholders to improve programs,
- Strategy 4: Marketing
- Strategy 5: Industry Projects and opportunities.

(Element # 5) - Progress towards equal access to CTE programs for all students.

- Strategy 1: Working with state and local resources for CTE teachers.
 - Strategy 2: Provide collaboration with all stakeholders for proper funding for equipment and programs.
 - Strategy 3: Expansion and building of programs of study with advisory board leadership to guide curriculum.
 - Strategy 4: Adding more TSAs to expand programs, non-traditional opportunities, and more.

- Strategy 5: Increase opportunities to special populations

Sec.135: (1A, 2A, 2C, 5A, 5B, 5C, 5F, 5J, 5M, 5N)

Postsecondary Expenditures:

CLA - Carpentry - Position \$34,000

CLA - Carpentry - Travel between High Schools and College \$1000

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Element 3 - Strategy 1: Coordination and Collaboration between Secondary, Post Secondary and Business/Industry

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** K12: participation and engagement
- Post Secondary: participation and engagement
- Business/Industry: participation and engagement

- **Start & end dates:** Ongoing continuous improvement

- **Element 5 - Strategy 5:** Increase opportunities to special populations through special programming, camps, and other nontraditional training.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc).
 - Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not

pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.

- Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students.

- **Start & end dates:** Ongoing

- **Required Uses of Funds:** Section 135 1-6

LSC Disabilities Event - Fall Semester - \$2,500

- **Strategy 1:** Working with state and local resources to provide the training and resources needed for licensure and retention of CTE teachers.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

- K-12: Continue to provide professional training opportunities for teachers. Continue to collaborate with MDE and the state to properly license teachers in each of their areas in the easiest pathway.
- Bus./Industry: Collaborate and provide information needed to maintain programs of study that are aligned with industry standards, for equipment, curriculum, and field trips.
- Post-secondary: provide professional training opportunities for teachers, participate in development of curriculum to align secondary with post-secondary and industry. Keep teachers up to date on current equipment and trends.

- **Start & end dates:** Ongoing

- **Strategy 2:** Provide in collaboration with all stakeholders a pipeline that properly funds and provides equipment for programs of study.

o

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- K-12: Continue to hire highly qualified teachers and meet salary demands to keep them. Provide Full time employment that meets students interest, providing every student the opportunity to participate in CTE programs.
- Post-Secondary: Provide pathways to post-secondary education and training that is aligned with industry. Provide streamlined pathways to industry needs and success.
- Business and Industry: Provide all stakeholders with the current needs of industry and market demand. Open doors for apprenticeships, internships, and training for all stakeholders at all levels.
- Workforce: Provide meaningful data on workforce trends, the need for training, and integrate that training at all levels.

o

Start & end dates: Ongoing Continuous

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Strategy 3: Expansion and building up of programs of study based on collaboration with advisory board leadership.

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Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- k-12 : Continue to articulate our Consortium programs and connect them to a post-secondary, offer TSA or industry credential, and match our regional industry and DEED needs.
- Post-Secondary: Consortium programs that are articulated or connected to a post-secondary, accept TSA or industry credential, and continue to align our regional industry and DEED needs.
- Industry: Provide the secondary and post secondary with the industry needs to maintain programs of study, equipment, curriculum, PD requirements by industry.
- Workforce: collaborate and continue support of CTE training and industry needs from soft skills training to high level programming requirements for success.

o

Start & end dates: Ongoing

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Strategy 4: Adding more TSA's and Industry Aligned Credentials, as well as transferable college credits.

○ **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

- K12: Duluth offers a number of courses that students earn up to 12 college credits at LSC, CNA, and others. The industry certifications are in solidworks, ASE (Auto), and Construction builds a home with LSC. The continued alignment with LSC and Industry will work to increase the students involved in the CTE programs.
- Post-Secondary: Has numerous articulations and transferable credits with many schools in the consortium. The need to build more articulations, align curriculum, and make the transition from secondary to post-secondary-to college or industry will increase participation in CTE programs across the consortium.
- Industry: provides opportunities for apprenticeships, internships, and real world experiences that can work towards advancement in secondary, post-secondary, and into industry. Students are able to get instant raises in industry based on these experiences. Industry needs to continue to expose students and stakeholders to these experiences.

○ **Start & end dates:** Ongoing

- **Strategy 5:** Increase opportunities to special populations through special programming, camps, and other nontraditional training.

○ **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

- K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc).
- Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.
- Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow,

and EPICS to promote CTE careers to all students.

- **Start & end dates:** Ongoing
- **Required Uses of Funds:** Section 135 1B,1C,1D,1E,1F,2A,2B,2C,2D,2E,2F,2G,2H,2I

College for a Day - Students with Disabilities - \$1,000

Non-Traditional Initiative with HS or Workforce - \$2,000

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Element 5 - Strategy 5: Increase opportunities to special populations through special programming, camps, and other nontraditional training.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc).
 - Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.
 - Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students.

- **Start & end dates:** Ongoing
- **Required Uses of Funds:** Section 135: (1A, 2A, 2C, 5A, 5B, 5C, 5F, 5J, 5M, 5N, 5O, 5S, 5T, 6)

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.

Lake Superior's Consortia will continue to work with our industry partners in promoting work-based learning opportunities for teachers and students. Listed below you will some of the "current" opportunities offered to students. We will continue to look for ways to expand these opportunities within our consortia.

Home Build

Proctor

Duluth

Timber Home Build

Two Harbors

Silver Bay

Two Restaurants within the Duluth Schools managed by students

CNA

Clinicals for LSC's Allied Health Programs

Agriculture - Plant Growing/Selling

3-D Printing for COVID-19

Automotive

The Duluth school district's Work-based Learning provides services to special-needs students by providing work-based learning opportunities. For example, we have a student working online creating CAD drawings for industry. These are the opportunities that we are looking to continue and expand across the consortium.

Our Plan moving forward:

- Get People Involved - We will work with our teachers, district leaders and college administrators to:
- Year 1 - Fall Semester
 - Note POS Plan - Collect data on WBL so we know where to begin
 - Connect with schools to determine who our licensed WBL teachers are
 - Determine exactly what WBL is taking place besides what we have listed above

- Support those teachers who would like to go back and get their WBL
 - direct them to workforce grant
- Advisory Board
 - Add question related to WBL opportunities
- Year 1 - Spring Semester
 - Develop SOP for updating WBL
 - Review by governance
- Year 2 - Fall Semester
 - Implement SOP
 - Expand WBL where appropriate
- Year 2 - Spring Semester
 - Update SOP and POS Database with current and possible WBL opportunities

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.

Students in high school are provided the opportunity to gain postsecondary credit through PSEO, dual or concurrent enrollment and by articulated credit. Funds utilized under this narrative include but are not limited to:

CTEcreditMN.com website which houses all our Articulated classes/courses

Currently, our consortia's articulation agreements include but are not limited to:

Each school within our consortia except for Cook County have articulations with Lake Superior College

We are committed in expanding and promoting articulations with staff, students, parents and administrators

We are and have improved the tracking of articulations by utilizing CTE credit software. The continuation of training on this software is a must.

Currently we have articulations in Welding, Engineering/CAD, Machine Tool, EMR, Carpentry, Accounting and Automotive

The consortium's plan moving forward will be:

- Year 1 - Fall Semester
 - Determine where our gaps are located, and develop a plan to move forward
 - Request Training from CTEcreditMN
 - Both consortium leaders are new and need training
 - Update current articulation agreements
 - Meet with all of those involved with PSEO, CIS, Articulation Agreements, Concurrent Enrollment to determine where we are at and how we can provide more opportunities for students.
 - Develop SOP
- Year 1 - Spring Semester
 - Implement SOP
 - Offer workshop on Early College, Concurrent Enrollment, and Apprenticeships for CTE.
 -

Educate both secondary and postsecondary on Early College opportunities

- - Invite state staff up to present
- Year 2 - Fall Semester
 - Update POS Database
 - Input information collected from secondary and postsecondary schools
 - Articulation Agreements
 - CIS
 - PSEO
 - Concurrent Enrollment
 - etc.
- Year 2 - Spring Semester
 - Update SOP
 - Determine if improvements need to be made within the SOP Process
 - Submit to Governance

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.

As already stated under POS, professional development is incredibly important within our consortia. Our teachers, faculty, administrators and support personnel will coordinate with our secondary and postsecondary Perkins Coordinator's to determine the need for professional development. We strongly feel that supporting our professionals will lead to successful:

- Programs
- Recruitment
- Retention
- Advisory boards
- Collaboration
- Career exploration

If we do not strive to educate and keep our teachers, instructors, support personnel, administrators, CareerForce and consortia leaders (aka, everyone involved in CTE) educated, we will never succeed! These are the folks who make "it" happen and without educating them we will never move forward and BE BOLD.

Below you will find a list of professional development opportunities offered to our CTE professional but is not limited to:

- Conferences
- Workshops
- Bootcamps
- Advisory Boards
- Memberships to affiliated field and CTE professional organizations
- Centers of Excellence

Our plan moving forward will be to:

- Year 1 - Fall Semester
 - Note POS Plan Above
 - Process to document current and future CTE Teachers
 - Document their needs - Connected to the CLNA
 -

Support our instructors through the portfolio process

- Fall semester we plan to host a licensure/portfolio boot camp
- Year 1 - Spring Semester
 - We will reach out to area coordinators to discuss alternative licensure opportunities and ways to support our instructors
 - We will also request the support of our CTE Specialists to come up and host events centered around career fields
- Year 2 - Fall Semester
 - Update SOP and determine if changes need to be made
 - Update POS repository with professional development requests
 - Implement new process for Professional Development Requests
 - Secondary and postsecondary will be updating their process on professional development requests
 - Postsecondary will be developing new procedures with the college so that they meet Perkins requirements along with Perkins timelines

Secondary Funding Focus areas will include but are not limited to:

Providing professional development for our faculty and consortium leaders (workshops, conferences, training, CTE related field trips).

Expenditure 1: Professional Development for Manufacturing teachers, referred to as Shop PD, Instructors from across the consortium tour facilities to see the newest technologies used in manufacturing and build relationships with industry partners to strengthen their knowledge and skills as related to industry partnerships. - \$6,000 (Includes transportation, housing, and substitutes for instructors.) **(303)**.

Sec.135: (2A, 2B, 2C, 2G, 4A, 5A, 5B, 5D, 5F, 5H, 5L, 5O)

Expenditure 4: Cost of substitutes and travel to Perkins meetings to sustain the consortium. - \$1,000 (366)

Sec.135: (1A, 2F, 2G)

Expenditure 1: Cost for travel and PD for Secondary Coordinator to attend CTEWorks, National Events, Local Events, to improve the consortium. (\$5,000)

CLNA: Elements 1-5.

Sec.135: (2A, 2B, 2C, 2D, 2G, 4A, 5A, 5B, 5D, 5F, 5G, 5H, 5I, 5J, 6)

Postsecondary Funding Details

- Instructor Professional Development Funding - \$14,749.76
 - Instructors will fill out required forms to Perkins Coordinator who will then review them with the instructor's Deans. Once reviewed we will present them to the Perkins Board for final approval.

- LSC instructors will first need to go through the college before they can request funds from the Perkins Grant
- We will work with MN State, the centers of excellence and industries to determine the best opportunities for our professionals.
- Coordinator Travel and Professional Development - \$8,500
 - CTE Works Conference
 - Vision Conference
 - Policy Conference
 - Other state meetings, etc.
- **Required Uses of Funds:** Section 135 Subpart 2 a-i

CLNA

Element #4

- **Strategy 1:** Advocate for CTE Licensure Programs
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.
 - Post-Secondary - provision of program training encouraging student completion of programs leading to CTE licensure.
 - Business and Industry - supporting in ways possible K-12 and post-secondary faculty members obtaining licensure.
 - Workforce. - funding support through TDP funding for PD leading to certification in industry. Other training opportunities that would demonstrate CTE staff's abilities - for portfolio
 -

Start & end dates: Ongoing Continuous Improvement

- **Strategy 2:** Professional Development and/or Certification for CTE Instructors

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

- K12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.
- Post-Secondary - partnering with K12, MDE and MOHE to offer more programming and pathways for teacher education licensure.
- Business and Industry - providing oversight and resources as able to facilitate the process, provide specific training for skilled training needs that the companies have.
- Workforce - providing oversight and resources as able to facilitate the process

- **Start & end dates:** Ongoing Continuous Improvement

- **Strategy 3:** Marketing

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

- K12 - sharing best-practices in faculty members process of obtaining CTE certification/ mentorship by CTE staff and leadership / educational leadership
- Post-Secondary - sharing best-practices in K12 faculty members process of obtaining CTE certification
 - Sharing and providing training on best practices from industry and training with CTE teachers
- Business and Industry - offering resources where appropriate and guidance for best-practice.
- Workforce - engagement with other stakeholders and showcasing model programs for innovative educational opportunities.
-

State of MN: Professional Training: Videos about non-traditional CTE participants. Provide the content and literature to truly educate everyone on the importance of CTE

-

Strategy 4: Integrating State Centers of Excellence

-

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- K12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain certification.
- Post-Secondary: MN State Centers of Excellence need to collaborate and create common goals with Post-secondary institutions to create realistic, high level training for students that meet post-secondary institution requirements..
- Business and Industry: Needs to collaboratively work with MN State Centers of Excellence to provide them with the direction they need to meet the needs of industry.
- Workforce: Establish a collaborative relationship with the state centers of excellence to create the pathways for nontraditional and alternative students in earning CTE certifications and degrees.

-

Start & end dates: Ongoing Continuous Improvement

-

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Strategy 5: Showcasing that we can provide classrooms the necessary tools to educate students.

-

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- K12: Administration and HR staff being educated to promote the benefits of working in that particular CTE classroom.
- Post-Secondary: Continued promotion of their programs in K12, workforce, and industry environments. Examples: using the portable Manufacturing Lab for training and recruitment. Continue providing accessibility to labs that are open during non-lab times and funding teachers for recruitment.
- Business and Industry: Expanding the classroom opportunities for all stakeholders. Career exploration opportunities that would lead to future employment opportunities, apprenticeships, and

internships.

- Workforce: Continue to work with all stakeholders providing avenues for employment, showing employment needs, and providing opportunities, career fairs, and exploration for students.
- **Start & end dates:** Ongoing Continuous Improvement

Element #2

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Strategy 2: Professional Development: Externships, equipment, workshops/conferences, regional cluster meetings

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

K-12: Allow release time for instructors to attend professional development opportunities.

Postsecondary: Allow release time for instructors to attend professional development opportunities

Business/Industry: Provide opportunities for faculty/staff to attend professional development trainings

Workforce Development: Provide funds for professional development. Offer training/professional development opportunities.

○

Start & end dates: Continuously Ongoing

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Strategy 3: Collaboration - Working with Career Force, other consortia, business and industry. Educators sharing curriculum and best practices. Communication standard operating procedure. Administration involvement will prove key for this to be effective. A “one stop shop” for all CTE to work together. Working in alignment between consortia, expanding brokering of services to other consortia.

○

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

K-12: Allow faculty time to work collaboratively. Administration and Counselors involvement will prove key for this to be effective.

Postsecondary: Allow faculty time to work collaboratively. Administration involvement will prove key for this to be effective.

Business/Industry: Take leadership roles from the employment sector to share current and future needs.

Workforce Development: Be the hub for communication that is coming in and going out in regards to all CTE

Other: Working with Applied Learning Institute (ALI)

Start & end dates: Continuously Ongoing

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.

This is an area where the secondary, postsecondary coordinators and board will need to focus on within FY21. Both consortium leaders are new to the position and/or area. We will take the necessary time needed to understand and disaggregate the data so that we know where improvements are needed.

Part 1 - Focus on Planning and Evaluating

The covid19 shutdown has limited our ability to collaborate with all the stakeholders needed to effectively plan for the disparities and gaps in student performance. In the first year, we will evaluate each of the programs and identify areas of strengths and weaknesses. By taking a closer look at the data, we can create a plan that will work to close the disparities and provide opportunities that will close the gaps and disparities.

Part 2 - Focus on Implementation

The consortium offers a number of CTE programs that offer a high quality curriculum with many aligned Lake Superior College and Industry. The implementation of more articulated credits, TSAs, and real world industry experiences will help to close disparities and gaps in student performance. It is important to provide clear pathways for students to understand the what and why they are learning different things.

- - College and Career Readiness - Career Exploration, Field Trips, and Career Tracking (MCIS). Tour of Industry, Construct Tomorrow, EPIC - Healthcare.
- Professional development for teachers to raise their levels of expertise in the classroom.
- Increasing the number of programs of study (POS) throughout the consortium to meet the needs of industry.
- College Lab Assistants are used to reduce the student to instructor ratio.
- Competitions, Camps, and Trades Expos for introduction and extended learning environments.
 - Firefighting Academy
 - Scrubs Camp
 - Welding Camp
 - Welding Competition - (All consortium schools compete)
 - CAD Competition - (All consortium schools compete)
 - Aviation Academy and Women in Aviation
 - Robotics Camp

- Providing more access for students in Health care programs to sustain the clinicals and certifications requirements.

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

Secondary and Postsecondary Budget: \$0

- As a consortium, year one will focus on historical data to determine gaps. If there are gaps in our data for three consecutive years we will then allocate funds to make improvements. State staff will be brought in for technical assistance.
- **Required Uses of Funds:** Section 135 Subpart 1-6

Our plan moving forward:

- Year 1 - Fall Semester
 - Collect all available data
 - Meet with local research folks
 - Disaggregate data to determine gaps
 - Present gaps to governance board
 - Encourage all to attend Fall Workshop
- Year 1 - Spring Semester
 - Collaborate with administrators and teachers to determine how to improve gaps
 - Develop a plan moving forward
 - Ask for governance approval
- Year 2 - Fall and Spring Semester
 - Implement Plan

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.

Lake Superior's Secondary and Postsecondary coordinators 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 consortium's assessments. Once the SOP's developed they will then be presented to the board and training will begin.

The coordinators will update the current equipment and professional development request forms to meet the needs of Perkins V and will be added to their SOP's. Each request will need to be linked to meeting industry standards and how their request will benefit the POS (Career Field). As a board, we will determine the priority and what will be funded.

We will be focusing on the combining of advisory boards and how secondary, postsecondary and ancillary organizations will collaborate on putting marketing materials, internship opportunities, teacher externships and industry related projects together for faculty and students.

Please remember that Size Scope and quality is completely dependent on the geographical setting. Based on the size of our schools and our rural geographic area, some of our greatest strengths are the fact that we have teachers that are not only qualified but have a passion for teaching in different CTE disciplines.

Secondary Funding Focus areas will include but are not limited to:

Expenditure 3: Consortium Leader Stipend - \$24,000 (303)

CLNA: (Element 1) - CLNA

(Element 2) - Program Size, Scope, and Quality to meet the needs of all students.

(Element 3) - Progress towards the Implementation and Improvement of CTE programs of study (POS). (Strategy 1,4)

(Element 4) - Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

(Element 5) - Progress towards equal access to CTE programs for all students.) (Strategy 1,2,3,5).

Sec.135: (All of them...1-6)

Expenditure: Secondary Admin (5%) UFARS 895 (\$7,188.22)

Postsecondary Budget:

•

Coordinators Salary/Fringe - \$81,000

o

Section 135 b, subparts 1-6

- Travel/Meeting/Consortium Expenses - \$4,570.23
 - Section 135 b, subparts 1-6
- 5% Indirect - \$12,358.95
 - Section 135, subpart D

CLNA - Element #2

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students.

- - **Strategy 1:** Equipment is needed to meet and stay in alignment with advisory board recommendations, industry, and industry standards. Training taught on equipment that is used in industry is a necessity for building and maintaining quality programs of study. The size and the scope of the program is directly related to student's access to equipment. It is difficult for small rural regional schools to build and maintain size and scope, because of the school's size. The CLNA shows that the faculty are concerned that they wouldn't have the necessary equipment to facilitate their proper implementation of their programs of study.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K-12: Identify the needed equipment, the staff development needed for the equipment, and then instruct the students using said equipment. Expand the programs to include apprenticeships and internships.
 - Postsecondary: Identify the needed equipment and staff development and then instruct students using said equipment
 - Business/Industry: Continue collaboration with Advisory Board Committees and use the information to provide support and feedback between stakeholders as to industry standards in equipment.
- **Start & end dates:** Continuously ongoing
- **Strategy 2:** Professional Development: Externships, equipment, workshops/conferences, regional cluster meetings
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**
 - K-12: Allow release time for instructors to attend professional development opportunities.

Postsecondary: Allow release time for instructors to attend professional development opportunities

Business/Industry: Provide opportunities for faculty/staff to attend professional development trainings

Workforce Development: Provide funds for professional development. Offer training/professional development opportunities.

o

Start & end dates: Continuously Ongoing

•

Strategy 3: Collaboration - Working with Career Force, other consortia, business and industry. Educators sharing curriculum and best practices. Communication standard operating procedure. Administration involvement will prove key for this to be effective. A “one stop shop” for all CTE to work together. Working in alignment between consortia, expanding brokering of services to other consortia.

o

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

K-12: Allow faculty time to work collaboratively. Administration and Counselors involvement will prove key for this to be effective.

Postsecondary: Allow faculty time to work collaboratively. Administration involvement will prove key for this to be effective.

Business/Industry: Take leadership roles from the employment sector to share current and future needs.

Workforce Development: Be the hub for communication that is coming in and going out in regards to all CTE

Other: Working with Applied Learning Institute (ALI)

o

Start & end dates: Continuously Ongoing

•

Strategy 4: Marketing - Create awareness among all sectors to promote CTE courses, branding for future growth.

o

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

K-12: Promoting CTE courses in the students handbook. Education of counselors and advisors around course content, descriptions and the registration process.

Postsecondary: Continue to promote programs that we have. ie: events, commercials, advertisements, tours of campus.

Business/Industry: Communicating the needs of business and industry to leaders at the national, state, and local level and encouraging partners in industry to follow suit.

Workforce Development: Advocate at the Local and State Level for CTE and its importance in economic development and post-secondary employment.

- o

Start & end dates: Continuously Ongoing

- **Strategy 5:** Industry projects and opportunities for students

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

- o

K-12: Encourage and allow students to attend events such as Construct Tomorrow, 218 Trades Expo, Rural Health Epic, Tours of various industries, Explore LSC Day

- o

Postsecondary: Create events that showcase programs and career paths available in CTE

- o

Business/Industry: Maintaining current level of activity in supporting said events. Encouraging additional industry partners to participate. Setting up specific opportunities for educators to visit and learn about their businesses that they can bring back to the students.

- o

Workforce Development: Promotion and facilitating events such as Construct Tomorrow, 218 Trades Expo, Job Fair etc. so that the communication lines remain open between Industry and education.

- **Start & end dates:** Continuously Ongoing

Below you will find Lake Superior’s Bylaws as to how our consortia operates.

BYLAWS OF LAKE SUPERIOR CARL PERKINS CONSORTIUM

Article 1: Purpose

The mission of the Lake Superior Carl Perkins Consortium is to support Career and Technical Education (CTE) by utilizing consortium funds to provide for staff development, program development, student support services, program awareness and promotion, innovative programming and new initiatives.

Article 2: Governance Board

Denfeld High School, East High School, Esko High School, Cook County High School, Hermantown High School, Proctor High School, Silver Bay High School, Two Harbors High School and Lake Superior College (LSC). The eight high schools will select one voting member for representation at consortium meetings. Additionally the Duluth Schools will select one administrative/at-large voting member. LSC will select three voting members—administrative/at-large. Voting members can be an administrator or CTE instructor from that school or institution. Only these representatives will be allowed to vote at consortium meetings; additional individuals can attend in a non-voting capacity. These twelve members will form the Lake Superior Carl Perkins Consortium Governance Board. At the October meeting of the

consortium each of the nine schools will provide the consortium the name(s) of their voting member(s). In addition all schools will provide the names of proxy representatives who could represent their school in situations preventing their voting member from attending. By consensus the consortium will accept all twelve school representatives. No individual will have more than one vote.

At the October board meeting, the following positions will be appointed for the year.

- Board Chair

- Vice Board Chair

- Secretary

Article 3: Leadership Team

It is the responsibility of LSC to hire and supervise the Postsecondary Carl Perkins Coordinator whose role is to serve as the college representative on the leadership team. The Postsecondary Carl Perkins Coordinator will serve on all consortium committees and will be the primary contact person for all communications with the State of Minnesota at the postsecondary level and will be a non-voting member of the consortium. The eight consortium high schools shall supervise one secondary liaison who serve on the leadership team. Member high schools shall appoint one liaison to act as the Secondary Carl Perkins Coordinator. This person will be the primary contact person for all communications with the State of Minnesota at the secondary level. The Secondary Carl Perkins Coordinator will be a non-voting member of the consortium.

Article 4: Voting Procedure and Agenda

The individuals identified in *Article 2: Governance Board* will constitute the entire allowed voting bloc for the consortium with a simple majority of members in attendance required for passage of most agenda items. A quorum of consortium members—seven—must be present to act on any agenda items. Any items tabled must be resolved at the next consortium meeting; providing a quorum is present.

All items to be considered for the agenda must be sent to the Postsecondary Carl Perkins Coordinator five days in advance of meeting. The Postsecondary Coordinator will send agenda, with appropriate attachments including minutes from previous meeting, to consortium members two days in advance of meeting. Additions to the agenda brought by individual consortium members will be considered and will require a super majority of 2/3 of the members present to be placed on agenda. Approval of the meeting agenda with a simple majority, if a quorum is present can then occur. Members can participate via telepresence if a situation arises preventing them from physically attending the consortium meeting or their proxy representative can attend in their place.

Article 5: Goals and Guidelines

Goals:

- Designing & Implementing Programs of Study: Goals, Objectives and Strategies

- Effectively Utilize Employer, Community and Education Partnerships

- Improve Service to Special Populations

- Provide a Continuum of Service Provision for Enabling Student Transitions
- Sustain the Consortium of Secondary and Postsecondary Institutions

Guidelines:

- Perkins funds per consortia schools/institution does not automatically roll over each year
- Consortia schools/institution must be part of grant planning each year in order to receive funds
- Will follow the Carl Perkins mandates, rules, directions and guidelines as established in Perkins V
- The consortium will utilize input from high school and college faculty, counsellors, administrators, and the program approval process to select programs to receive support
- The budget and all priorities will be decided by discussion and vote at consortium meeting
- The consortium will focus funding efforts on classroom programs that are taught by a certified CTE instructor and in course areas that are program approved
- The ten elements of rigorous programs of study will serve as the guiding pathway for the consortiums' efforts in the evaluation of the POS process
- Support CTE program equipment upgrades
- Support school and work-based experiences
- Support career counseling and guidance
- Support professional development
- Support continuous program improvement
- Support student attainment of academic and technical skills

Article 6: Standing Committees

In December individuals will be identified by the consortium for grant planning. These individuals may, but are not required, to be voting members of the consortium.

This grant writing committee will have representation from:

- Superintendent's selection
- Rural CTE instructor
- Duluth CTE instructor
- Three LSC representatives
- Secondary Carl Perkins Coordinator
- Postsecondary Carl Perkins Coordinator

Proposed budget will be presented to consortium at March meeting for discussion. Voting to approve budget will occur at the April Meeting. Once approved by the Consortium School Superintendents and the Lake Superior College President the Postsecondary and Secondary Carl Perkins Coordinators will submit budget to State of Minnesota.

In April individuals will be identified by the consortium to review bylaws. These individuals are required to be voting members of the consortium.

Bylaws committee for consortium:

- Administrator
- CTE instructor
- Secondary Carl Perkins Coordinator
- Postsecondary Carl Perkins Coordinator

Any proposed changes to bylaws will be presented at the October meeting of consortium, discussed and voted on at the next scheduled consortium meeting. Any amendment to these bylaws must be approved by a super majority of two thirds of the entire nine member consortium board.

Article 7: Budget

- Presentation to Consortium
 - At the October meeting of the consortium the leadership team will present all expenditures from the previous fiscal year's budget.
- Fiscal Host
 - Secondary - Duluth Public Schools
-

Post-Secondary – LSC

- Item Approval
 - Under \$1,000 – Leadership Team does not need board approval
 - \$1,000+ - Leadership Team needs board approval (in person or via email)

Article 8: Presentation to Consortium School Boards

Over the course of the school year the Postsecondary Carl Perkins Coordinator and/or Secondary Carl Perkins Coordinator will be collecting information to report or present to each consortium school board (except Duluth) in August or September.

Included in that report will be:

- How money was spent in their specific school that fiscal year
- Copy of grant for the next fiscal year for secondary schools

In addition, the Postsecondary Carl Perkins Coordinator will encourage any CTE instructors from that specific school to attend that board meeting if a presentation is given.

The Lake Superior Carl Perkins Consortium adopted bylaws on December 17, 2014

Revised Lake Superior Carl Perkins Consortium bylaws on May 21, 2020

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.

The consortium will use reserve funds for professional development and equipment to foster innovation, promote the development, and improve POS. We will also be using our reserve funds to cover our 5% indirect costs.

Our plan moving forward:

Year 1 – Fall Semester

-

Equipment Needs

-

Secondary and postsecondary will be updating their process on equipment requests

-

Postsecondary will be developing new procedures with the college so that they meet Perkins requirements along with Perkins timelines

-

Professional Development Needs

-

Secondary and postsecondary will be updating their process on professional development requests

-

Postsecondary will be developing new procedures with the college so that the meet Perkins

requirements along with Perkins timelines

Year 1 – Spring Semester

- Develop repository for all Equipment and Professional Development information
- Develop SOP for updating Equipment and Professional Development Requests - Tie to CLNA

Year 2 – Fall and Spring Semester

- Implement SOP
- Provide training for those who will have access to the repository
- Update Professional Development and Equipment information by using the POS SOP

Secondary Funding Focus areas will include but are not limited to:

Expenditure 2: Professional Development for teachers to attend CTE Works. This money covers the costs for transportation, sub, hotel, and the costs associated with attending CTE Works. \$10,000 (366).

- Funding for all CTE Teachers, Administrators, etc from the schools in the consortium to attend CTE Works.

Sec.135: (2A, 2B, 2C, 2G, 4A, 5A, 5B, 5D, 5F, 5H, 5L, 5O)

Providing equipment necessary to meet industry standards

Expenditure 1: Proctor Construction program has expanded its learning to include in lab training to prepare for the home build. The program is looking for scaffolding to prepare students to be ready for the next level. (\$4,680). **(530)**.

Sec.135: (1Bi, 1C, 2A, 2B, 2F, 5A, 5B, 5D, 5E, 5J, 5L, 5N, 5O)

Expenditure 3: The Hermantown Small Engines – Super-mileage program is in need of an industry aligned parts cleaner. The UltraSonic Cleaner is an industry approved cleaner for sensitive materials. (\$449.02). **(530)**.

Sec.135: (1Bi, 1C, 2A, 2B, 2F, 5A, 5B, 5D, 5E, 5J, 5L, 5N, 5O)

Educate teachers, administrators, and industry leaders how to become a licensed CTE teacher

Expenditure 6: Consortium-wide professional development and planning to build and maintain the consortium. Build and improve on advisory boards and create industry connections that strengthen the POS. Including travel to local meetings, businesses, and mileage. (\$15,000). **(366)**.

Sec.135: (2B, 5A, 5B, 5D, 5F, 5L, 5O, 5T)

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

- Strategy 1: Advocate for CTE license programs.
- Strategy 2: Professional development - Certification of CTE teachers.
- Strategy 3: Marketing
- Strategy 4: Integrating State Centers of Excellence.
- Strategy 5: Showcasing that we provide classrooms the tools needed to educate students.

Market the need for qualified teachers and how to become a licensed CTE teacher.

Expenditure 2: Professional Development for teachers to attend CTE Works. This money covers the costs for transportation, sub, hotel, and the costs associated with attending CTE Works. \$10,000 (366).

Sec.135: (2A, 2B, 2C, 2D, 2G, 4A, 5A, 5B, 5D, 5F, 5G, 5H, 5I, 5J, 6)

Expenditure 6: Consortium-wide professional development and planning to build and maintain the consortium. Build and improve on advisory boards and create industry connections that strengthen the POS. Including travel to local meetings, businesses, and mileage. (\$15,000). (366).

Content specific training, Manufacturing, Engineering, Agriculture, Culinary training that enhances classroom experiences. For example: Construction Expo in Duluth, CTE conferences, etc.)

CLNA: (Element # 5) - Progress towards equal access to CTE programs for all students.

Strategy 1: Working with state and local resources for CTE teachers.

Strategy 2: Provide collaboration with all stakeholders for proper funding for equipment and programs.

Strategy 3: Expansion and building of programs of study with advisory board leadership to guide curriculum.

Strategy 4: Adding more TSAs to expand programs, non-traditional opportunities, and more.

Strategy 5: Increase opportunities to special populations

(Element #4) Improving recruitment, retention, and training of CTE professionals, including underrepresented groups.

Strategy 1: Advocate for CTE license programs.

Strategy 2: Professional development - Certification of CTE teachers.

Strategy 3: Marketing.

Strategy 4: Integrating State Centers of Excellence.

Strategy 5: Showcasing that we provide classrooms the tools needed to educate students.

Sec.135: (2A, 2B, 2C, 2D, 2G, 4A, 5A, 5B, 5D, 5F, 5G, 5H, 5I, 5J, 6)

Expenditure: Secondary Admin (5%) UFARS 895 (\$2,381.60)

Postsecondary Budget - Equipment \$30,000

•

Element #2 Strategy 1: Equipment is needed to meet and stay in alignment with advisory board recommendations, industry, and industry standards. Training taught on equipment that is used in industry is a necessity for building and maintaining quality programs of study. The size and the scope of the program is directly related to student's access to equipment. It is difficult for small rural regional schools to build and maintain size and scope, because of the school's size. The CLNA shows that the faculty are concerned that they wouldn't have the necessary equipment to facilitate their proper implementation of their programs of study.

○

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

K-12: Identify the needed equipment, the staff development needed for the equipment, and then instruct the students using said equipment. Expand the programs to include apprenticeships and internships.

Postsecondary: Identify the needed equipment and staff development and then instruct students using said equipment

Business/Industry: Continue collaboration with Advisory Board Committees and use the information to provide support and feedback between stakeholders as to industry standards in equipment.

-

Start & end dates: Continuously ongoing

-

Required Uses of Funds:

Professional Development - \$15,250.24

-

Strategy 2: Professional Development: Externships, equipment, workshops/conferences, regional cluster meetings

-

Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):

K-12: Allow release time for instructors to attend professional development opportunities.

Postsecondary: Allow release time for instructors to attend professional development opportunities

Business/Industry: Provide opportunities for faculty/staff to attend professional development trainings

Workforce Development: Provide funds for professional development. Offer training/professional development opportunities.

-

Start & end dates: Continuously Ongoing

-

Required Uses of Funds: Section 135 Subpart 2 a-i

5% indirect

-

5% Indirect - \$2,381.59

-

Section 135, subpart D

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	17500
Postsecondary Subtotal	17500
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	13000
Secondary Subtotal	13000
TOTAL	30500

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

Position Description

State-recognized Program of Study 1

POS 1

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

Health Science Technology

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

Therapeutic Services

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

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

List high school(s) and program code here.

Duluth Public Schools - 70300

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.

Lake Superior College

Dental Hygiene A.A.S.

- [Massage Therapy Diploma](#)
- [Medical Assistant Diploma](#)
- [Medical Laboratory Technician A.A.S.](#)
- [Nursing Assistant or Nursing Assistant/Home Health Aide](#)
- [Phlebotomy Certificate](#)
- [Physical Therapist Assistant A.A.S.](#)
- [Physical Therapist Assistant – Military Bridge A.A.S.](#)
- [Practical Nursing Diploma](#)
- [Professional Nursing or LPN Track A.S.](#)
- [Radiologic Technology A.S.](#)
- [Respiratory Therapy A.A.S.](#)
- [Surgical Technology A.A.S](#)
- [Surgical Technology Diploma](#)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	Precision Exams		
Work-based Learning	Clinicals		
Licensure			
Certification			
Industry-Recognized Credential	CNA	EMR	

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	Degree	Certificate	
Work-based Learning	Clinicals		
Licensure			
Certification			
Industry-Recognized Credential	CNA	EMR	

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 area 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)

Duluth Workforce Development Board

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

Articulation Agreement - CTEcreditMN.com

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")

Lake Superior 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 program reflect current workplaces but not always true.

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")

Internships/clinicals

Project Based Learning Activities

Program Clubs

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 which 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.

Business, Management, & Administration

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

Accounting

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

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

List high school(s) and program code here.

Esko Public Schools - 140710

Duluth Public Schools - 140710

Lake Superior Schools - 140710

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

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

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

Lake Superior College

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA			
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS Degree		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
- No

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

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program area 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)
Duluth Workforce Development Board
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

Articulation Agreement - CTECreditMN.com

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")

Lake Superior 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 program reflect current workplaces but not always true.
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")

Internships

Project Based Learning Activities

Program Clubs

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 which 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.

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.

Duluth Public Schools - 171710

Proctor - 179321

Cook County - 170321

Lake Superior - 170321

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

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

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

Lake Superior College

- Welding AAS
- Welding Diploma
- Welding Tehnologist Diploma
- Gas Tungsten Arc Welding Production Certificate
- Welding Technology Certificate
- Welding Certificate
- CNC Programmer - Machine Technology AAS
- CNC Programmer - Machine Technology Diploma
- Advanced Machine Production Technologist AAS
- Machine Production Technologist Diploma
- Manual Machinist Certificate
- Automated Machinist Certificate
- Production Technologies Certificate
- Rapid Prototyping and Design Certificate
- Engineering CAD Technology AAS
- Engineering CAD Technology Diploma
- Engineering CAD Technology Cirtificate
- Solidworks (CAD) Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)

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

Recognized Secondary Credential(s):

TSA	Solidworks		
Work-based Learning	Internship		
Licensure			
Certification	OSHA 10		
Industry-Recognized Credential	Solidworks		

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	AAS
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
- No

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

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program area 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)
Duluth Workforce Development Board
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
Articulation Agreement - CTEcreditMN.com

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")

Lake Superior 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 program reflect current workplaces but not always true.
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")

Internships

Project Based Learning Activities

Program Clubs

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 which 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.

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.

Lake Superior School District - 19901

Duluth Public Schools - 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.

Central Lakes College - Natural Resources Technology AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	Precision Exam		
Work-based Learning	Internship		
Licensure			
Certification	Servsafe		
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
- No

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

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program area 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)
Duluth Workforce Development Board
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

Articulation Agreement - CTEcreditMN.com

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")

Lake Superior 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 program reflect current workplaces but not always true.

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")

Internships

Project Based Learning Activities

Program Clubs

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 which 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.

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.

Duluth Public Schools - 170302

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.

Lake Superior College

- Auto Body Technology Diploma
- Auto Body and Chassis Technician Diploma
- Auto Service Technology AAS
- Auto Service Technology Diploma
- Brake And Suspension Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	ASE		
Work-based Learning	Cooperative Education		
Licensure			
Certification	ASE	SP2	
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	Certificate	Diploma	Degree
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
- No

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

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program area 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)
Duluth Workforce Development Board
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
Articulation Agreement - CTEcreditMN.com

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")

Lake Superior 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 program reflect current workplaces but not always true.
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")

Internships

Project Based Learning Activities

Program Clubs

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 which 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.

Proctor - 171000

Lake Superior School - 171000

Hermantown - 171000

Esko - 171016

Cook County - 171016

Duluth - 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.

Lake Superior College

- Carpentry

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	Soldworks	Precision Exam	
Work-based Learning	Internship	Externship	

Licensure			
Certification	Solidworks		
Industry-Recognized Credential	Solidworks		

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	Degree
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
- No

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

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program area 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)

Duluth Workforce Development Board

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
Articulation Agreement - CTEcreditMN.com

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")

Lake Superior 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 program reflect current workplaces but not always true.
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")

Internships

Project Based Learning Activities

Program Clubs

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 which 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.

Restaurants and Food/Beverage Services ▼

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

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

List high school(s) and program code here.

Cook County - 90301

Proctor Public Schools - 90301

Duluth Public Schools - 90301

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

- Culinary Arts - 1 year Diploma
- Culinary Arts - 2 Year Diploma
- Culinary Arts - AAS Degree
- Culinary Arts - Certificate
- Pastry Artist - Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

TSA	Precision Exam		
Work-based Learning	Internship		
Licensure			

Certification	Servsafe Food		
Industry-Recognized Credential	Servsafe Food		

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	Degree
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

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

Component is present?

- Yes
- No

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

All districts have to go through a curriculum review cycle. Within CTE, "frameworks" standards are identified for program area 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)

Duluth Workforce Development Board

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
Articulation Agreement - CTEcreditMN.com

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")

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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")

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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.

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Component is present?

- Yes
- No

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

Internships
Project Based Learning Activities
Program Clubs
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 which 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):

Signatures Combined

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet 3 (5)

Consortium Consolidated Equipment Inventory

Lake Superior Consortium Equipment Inventory1

Additional Material

LSC Statement-of-Assurances FY21

Additional Material

Lake Superior CLNA 4 24 2020

Additional Material:

Checklist Lake Superior

Additional Material:

Lake Superior

Additional Material:

LSC Postsecondary Budget FY21

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	\$22,900.00	\$22,900.00
c. Secondary Equipment	\$26,846.24	\$26,846.24
f. Postsecondary Non-Personnel	\$15,000.00	\$15,000.00
f. Postsecondary Non-Personnel	\$15,000.00	\$15,000.00
f. Postsecondary Non-Personnel	\$20,000.00	\$20,000.00
Subtotal	\$99,746.24	\$99,746.24
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
b. Secondary Non-Personnel	\$17,900.00	\$17,900.00
b. Secondary Non-Personnel	\$16,300.00	\$16,300.00
f. Postsecondary Non-Personnel	\$10,000.00	\$10,000.00
f. Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Subtotal	\$49,200.00	\$49,200.00
D) Narrative 4: Integrated Academic and Technical Skills		
b. Secondary Non-Personnel	\$8,330.00	\$8,330.00
f. Postsecondary Non-Personnel	\$1,500.00	\$1,500.00
Subtotal	\$9,830.00	\$9,830.00
E) Narrative 5: Special Populations		
b. Secondary Non-Personnel	\$8,300.00	\$8,300.00
e. Postsecondary Personnel (Salary and Benefits)	\$34,000.00	\$34,000.00
f. Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
f. Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
f. Postsecondary Non-Personnel	\$2,500.00	\$2,500.00
f. Postsecondary Non-Personnel	\$2,000.00	\$2,000.00
Subtotal	\$48,800.00	\$48,800.00
G) Narrative 7: Early College		
f. Postsecondary Non-Personnel	\$2,500.00	\$2,500.00
f. Postsecondary Non-Personnel	\$2,500.00	\$2,500.00
f. Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
f. Postsecondary Non-Personnel	\$4,000.00	\$4,000.00

	Grant Funded	Total Budgeted
g. Postsecondary Equipment	\$5,000.00	\$5,000.00
Subtotal	\$19,000.00	\$19,000.00
H) Narrative 8: Support to Professionals		
b. Secondary Non-Personnel	\$5,000.00	\$5,000.00
b. Secondary Non-Personnel	\$7,000.00	\$7,000.00
f. Postsecondary Non-Personnel	\$14,749.76	\$14,749.76
f. Postsecondary Non-Personnel	\$8,500.00	\$8,500.00
Subtotal	\$35,249.76	\$35,249.76
J) Narrative 10: Consortium Governance		
a. Secondary Personnel (Salary and Benefits)	\$24,000.00	\$24,000.00
d. Secondary Admin (5% max) UFARS 895	\$7,188.22	\$7,188.22
e. Postsecondary Personnel (Salary and Benefits)	\$81,000.00	\$81,000.00
f. Postsecondary Non-Personnel	\$4,570.23	\$4,570.23
h. Postsecondary Admin (5% max)	\$12,358.95	\$12,358.95
Subtotal	\$129,117.40	\$129,117.40
K) Narrative 11: Reserve Funds		
b. Secondary Non-Personnel	\$40,121.21	\$40,121.21
c. Secondary Equipment	\$5,129.02	\$5,129.02
d. Secondary Admin (5% max) UFARS 895	\$2,381.60	\$2,381.60
f. Postsecondary Non-Personnel	\$15,250.24	\$15,250.24
g. Postsecondary Equipment	\$30,000.00	\$30,000.00
h. Postsecondary Admin (5% max)	\$2,381.59	\$2,381.59
Subtotal	\$95,263.66	\$95,263.66
Total Proposed Cost	\$486,207.06	\$486,207.06

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)

f. Postsecondary Non-Personnel

Club Support - Perkins affiliated

f. Postsecondary Non-Personnel

POS Planning - Career Fields - Health Science and Engineering, Manufacturing and Tech.

f. Postsecondary Non-Personnel

Summer Camps - Robotics, Fire Fighting, Aviation, Welding

b. Secondary Non-Personnel

PD, Club, and Advisory support for POS.

c. Secondary Equipment

POS Improvement, Size and Scope of Program for the Duluth Automotive and Nursing, Hemantown Manufacturing, and Proctor New and Innovative Programs.

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

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

f. Postsecondary Non-Personnel

Marketing/Branding - Career Fields

f. Postsecondary Non-Personnel

Career Exploration - Career Fields

b. Secondary Non-Personnel

Field Trips and Career Events- Construct Tomorrow, Tour of Manufacturing, etc.

b. Secondary Non-Personnel

College and Career planning for CTE - MCIS, CTE Credit MN.

D) Narrative 4: Integrated Academic and Technical Skills

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

f. Postsecondary Non-Personnel

NOCTI and/or other TSA required tests @LSC

b. Secondary Non-Personnel

Support for Industry Earned Credentials, Technical Skills Assessments (TSA)

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 - Dalton - Carpentry

f. Postsecondary Non-Personnel

CLA Travel

f. Postsecondary Non-Personnel

Disabilities Event - Fall Semester - Collaborative (secondary and postsecondary) teachers/staff/etc.

f. Postsecondary Non-Personnel

College for a Day - Special Populations - Disabilities

f. Postsecondary Non-Personnel

Non-trad initiative with HS or workforce

b. Secondary Non-Personnel

Support for camps, programs, and things yet to be determined to support non traditional populations and CTE.

G) Narrative 7: Early College

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

f. Postsecondary Non-Personnel

LSC Career Nights

f. Postsecondary Non-Personnel

Explore LSC Day

f. Postsecondary Non-Personnel

High School Visits

g. Postsecondary Equipment

Market Via Virtual - This will be a collaborative effort between LSC Students and our recruiting department.

f. Postsecondary Non-Personnel

LSC Sponsored Competitions - Welding and CAD

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

Professional Development - To Be Determined. We are putting processes into place for Professional Development Requests. Instructors are required to request funds from LSC before requesting from Perkins. Again - developing a process.

f. Postsecondary Non-Personnel

Coordinator Professional Development/Travel Examples include but limited to: MN CTE Works, MACTA, ACTE Vision, National Policy, Secondary Schools, NE Coordinators Collaboration

b. Secondary Non-Personnel

Secondary Consortium Leader PD, MACTA, CTE Works,

b. Secondary Non-Personnel

Professional Development for CTE teachers and PD. Ex. Shop PD, Consortium Travel to Meetings

J) Narrative 10: Consortium Governance

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

e. Postsecondary Personnel (Salary and Benefits)

Coordinator Salary/Fringe

f. Postsecondary Non-Personnel

Travel/Meeting/Consortium Expenses

h. Postsecondary Admin (5% max)

5% Admin

d. Secondary Admin (5% max) UFARS 895

Fiscal Host

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)

g. Postsecondary Equipment

Equipment Requests. Developing a process for equipment requests.

f. Postsecondary Non-Personnel

Professional Development Requests. Instructors are required to request funds from LSC before requesting from Perkins. Again - developing a process.

h. Postsecondary Admin (5% max)

5% Admin

b. Secondary Non-Personnel

POS Support: PD, Club, and Advisory Support as well as for work based learning in the Duluth Automotive and Nursing Programs, and the Ag program at William Kelley.

c. Secondary Equipment

Support with equipment in the Proctor, Hermantown POS. - Scaffolding, Sanders.

d. Secondary Admin (5% max) UFARS 895

Fiscal Host 5%