



## **FY 21, 22 Mid-Minnesota Perkins Partnership**

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

**Submitted by Jodi Jordon**

**Submitted on 06/19/2020 9:20 AM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Jeralyn Jargo

Public Link

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

Is Published

Yes

### Submission Information

Submission Window

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

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE

COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19.

If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

### Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

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

### Eligibility Information

## Eligibility Type

Public

## Additional Eligibility Information

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

**Additional Information**

## Additional Information URL

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

## Additional Information URL Description

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

## Project Information

### Application Information

Application Name

FY 21, 22 Mid-Minnesota Perkins Partnership

Award Requested

\$510,878.50

Total Award Budget

\$510,878.50

### Primary Contact Information

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## Project Description

### Consortium Membership List

#### Consortium Membership List

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

Atwater-Cosmos-Grove City (ACGC) # 2396-01, Belgrade-Brooten-Elrosa (BBE) #2364-01, Bird Island-Olivia-Lake Lillian (BOLD) #2534-01, Buffalo Lake-Hector-Stewart (BLHS) #2159-01, Dassel-Cokato (DC) #0466-01, Eden Valley-Watkins (EVW) #0463-01, Gibbon-Fairfax-Winthrop (GFW) #2365-01, Glencoe-Silver Lake (GSL) #2859-01, Hutchinson #0423-01, Kerkhoven-Murdock-Sunburg (KMS) #0775-01, Lester Prairie (LP) #424-01, Litchfield #0465-01, Maynard-Clara City-Raymond (MACCRAY) #2180-01, New London-Spicer (NLS) #0345-01, Sibley East (SE) #2310-01, Willmar #0347-01, DREAM Technical Academy 4217-07. Ridgewater College - Hutchinson and Willmar campuses.

## 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.

Post-secondary/secondary - Black/African American students may not be aware of careers in other technical programs as the participation numbers are high for a few CTE program areas primarily health careers and law enforcement but very low for other technical programs. A larger percentage of Somali students enroll in liberal arts programs.

Post-secondary - Students in online CTE courses have a lower percentage of completion compared to face-to-face CTE programs. CTE students who are enrolled in online delivery programs who do not complete or earn a credential within a time frame.

Post-secondary - Low completions rates for students of color (black- significantly, Latino -slightly) in comparison to caucasian students.

Post-secondary/secondary - Low percentages of females in manufacturing programs & courses in comparison to females in Ag, for example.

Post-secondary/secondary – Low numbers of males in nursing, medical assistant, CNA and early childhood education programs & courses.

Secondary – Low percentages of math academic attainment for most consortium school districts.

Secondary – Males in consortium CTE programs have a much lower percentage of reading academic attainment compared to females specifically in the trades and manufacturing courses.

Post-secondary -Students identified as having economically disadvantaged families have a lower rate of completion in comparison to other students.

Secondary - Only one school district in the consortium offers an approved health program (SE), and Health careers is the #2 workforce need for economic region 6E. Others may offer a nursing assistant program through PSEO (Willmar, EVW, ACGC, DC)

Secondary - Ag programs are the largest cluster with only one school not offering Ag programs. Ag instructors provide courses in welding, metals, construction, robotics, that cross-over into the manufacturing career pathways.

Secondary - 17% of students learn skills in manufacturing (welding, metals, robotics) in an Agriculture program. Many industrial technology courses have been moved into the agriculture program.

Secondary - Five of the consortium schools do not have a FCS program – Early Childhood Education. However, this is a high priority for the region. Ridgewater Early Child Ed program has developed a work-base (day care) credit bearing program in the Willmar area (hi-demand)

Secondary - eleven school districts who do have a business program all offer accounting courses and many schools, advanced accounting courses. More student enrolled in accounting than in any other single course (772 students). The business cluster including accounting and administrative assistant are high demand; however, enrollment numbers at Ridgewater College continue to decline for these programs.

Post-secondary - Manufacturing is the #1 economic workforce need for the region. Manufacturing programs are offered primarily on the Ridgewater – Hutchinson campus (welding, machining, automation, drafting, non-destructive testing, calibration). Willmar campus offers some manufacturing and trades programs: welding, carpentry, drafting, and both auto body and auto technician. Electrician is offered on both campuses. New plumbing program to fill in-demand local need to begin fall of 2020 on the Ridgewater College - Willmar campus and the machining technician program will be expanded to the Willmar campus fall FY 21.

**NEW and not included in the CLNA:** Although the CLNA does include information regarding the poultry industry for the Willmar area under the Animal Systems, Ridgewater College was approved to offer a Poultry certification fall FY 21. The certification meets the demand for the Willmar area for workforce in the poultry industry- largest employer in the Willmar area.

Post-secondary & secondary - low representation of diversity in the teaching/instructing staff. One instructor of color

for the post-secondary CTE programs and there are no CTE teachers representing ethnic diversity for the high schools.

**NEW and not included in the CLNA:** the Ridgewater College Strategic plan and Work plan includes initiatives to work with Willmar High school for the recruitment of teachers and faculty to represent ethnic diversity.

**\*\* NEW and not included in the CLNA: with the COVID-19 pandemic, both the secondary and post-secondary institutions are closed with all students participating in virtual learning situations. All events at the college and the consortium high schools have been cancelled through Aug 2020. Many initiatives in the CLNA are face-to-face events, activities which may not occur or may need to be made available as a virtual event. Consortium reserve funds will include funding for high schools to retool how learning is delivered. Events may also be converted to virtual experiences . See Secondary Reserve funds for equipment.**

Upload your completed CLNA Framework  
Mid-MN FY 21-22 CLNA FINAL-signed

## 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.

Mid-Minnesota has identified six programs of study that are both diverse and meet industry need. The consortium has identified programs of study that align with the region's economic development in Region 6E. Central Minnesota continues to be vastly supported by agriculture, health care, and manufacturing. Manufacturing and Health care workforce needs are #1 #2 for the economic region 6E. (DEED data) Agriculture although not specifically listed in the DEED data, in discussions with the DEED specialist and the secondary, and post-secondary advisory boards; it was determined that agriculture and agriculture industries and businesses are the center for commerce for the Willmar area specifically in the poultry industry. Therefore, Agriculture plant systems and animal systems careers and related careers are vital to the economy of Region 6E. (DEED analyst recommendations). The strong influence from secondary and post-secondary educators through CTSO and other organizations (Center of Excellence and Agri-Centric) further support including AG as state identified program of study. The need for early childhood educators specifically daycare/pre-school providers is critical for both the Willmar and Hutchinson area. (Willmar Needs Report). Accounting and administrative support are also in the top group of in-demand careers for the consortium. New programs of study that will be developed in FY 21,22 include: construction, power, structures & technical systems (AG), restaurants/food service, maintenance/operations (plumbing), and transportation (automotive careers). Furthermore, we have included administrative assistant along with accounting as a business cluster group as Ridgewater College has combines and cross-trains students in the Business cluster courses. At Ridgewater College, courses in manufacturing and construction (carpentry, electrician and new program plumbing) will also be considered for the cluster concept to provide cross-training and a more customized programming for students. **Perkins funds** will be used to provide equipment, software or resources that are currently used by industry or in businesses to enhance academic and technical skill attainment/meets the UOF #1, #2, #3, #4, #5: **Manufacturing Production Process career pathway:** Makita drill, JET band saw- KMS (\$1,300); Mig welders – Litch, SE, (\$3,000); Miter saw- Litch (\$500); Vex Robotics controller – Hutch (\$2,000), Grinders/sanders - ACGC (\$975) Ridgewater College – CNC Haas Mini Mill – **PS RESERVE - \$40,000**, , Sonic metric tools – ACGC (\$3,550), Band saw– ACGC- (\$295), Master cam 2021 – DC (\$2,500), Precision exams – welding – (\$500), other school districts equipment, resources (\$24,400) . Secondary total **(\$38,250)** **Construction:** Ridgewater College CNC Router computer w/software-carpentry program- \$9,500, other school districts equipment/resources **(\$13,000)** **Maintenance/Operations:** Plumbing equipment – Ridgewater College inspection cameras, plumbing labs, expanders, pex tools, etc. –\$20,000), **Power, Structural & Technical Systems:** Grinders Pie/Angel – Hutch (\$1,600); Welder lab coats/darking helmets – NLS (\$2,500), Ridgewater College TEXA construction & off highway diagnostic scanner/laptop Ag- Power – (\$7,500), electrical wiring curriculum – DC (\$500), engine stations/mounts -DC (\$250), drills/planer – GSL (\$5,400), other school districts -equipment, resources (\$3,375). Secondary Total **-\$13,625.00**. **Plant Systems:** seed samples – SE (\$300), Cool mist garden -SE (\$400), AET membership- SE, Litch, GSL (\$1,645), GPS units – Litch (\$400), drones – ACGC (\$2,000), hydroponic system – BOLD (\$1,200), soil lab analysis -DC (\$870), Precision exams – plant science (\$500), other school districts – equipment, resources (\$3,200). **Secondary Total \$8,370**. **Animal Systems:** vacuum sealer- KMS (\$309); Ecovision equipment -KMS (\$596); Ag field trips -KMS (\$350); Ridgewater College – Poultry certificate development – poultry anatomy models (**PS RESERVE -\$6,930.57**), basic -\$3,069.43), Ag; knives, freezer, meat grinder, meat cutting curriculum, videos of butchering – SE, Litch, (\$2,550), ovation classroom pack – DC (\$660), precision exams – animal systems (\$500), other school districts -equipment, resources, (\$2,200) **Secondary Total \$6,315**. **Accounting/Admin Assistant:** document camera – SE (\$100), Virtual Restaurant software- Litch, Willmar (\$2,300) Other schools equipment, resources – (\$5,900) **Secondary total - \$8,300**. **Early Childhood Development & Services:** pre-school lab resources (puppets, activities, games) , sim babies **Secondary total -\$6,300**. **Restaurants & Food/Beverage Services:** gas range – Hutch (\$600), commercial oven – GSL (\$5,000), Serv Safe – SE, Litch, BBE, GSL, BOLD, Hutch, Willmar – (\$1,500), other schools equipment, resources, (\$8,400). Secondary Total - **\$14,000**. **Therapeutic Services:** Laudal Sim Mannequins – Ridgewater College - \$9,000. All of the programs the consortium will submit will meet the minimum requirements for becoming State-recognized Programs of Study in the first submission. Also, all of the programs of study will meet the minimum standards for defining quality. All of the programs are considered in-demand, and other than Early Childhood Development all of the programs meet the high wage threshold. The programs will all meet the high skill threshold and all will have industry recognized credentials or licensure requirements. Students including special population students will learn about programs of study (courses) through their guidance counselors, Ramp-Up to Readiness or career teachers. High school students including special population learners will also attend career exploration events: regional exploration events on Ridgewater College campuses, Ag Expo, Manufacturing Expo FY 22, Scrubs Camp, Health Careers First Responder workshop FY 22, field trips and industry tours. Secondary Equipment, **Software- \$98,160, TSA/certifications - \$3,000, Resources - \$10,000. Total: \$111,160**



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

### WIOA Narrative

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

The local Career Force offices are located on Ridgewater College Hutchinson and Willmar campuses with workforce specialists ready to assist students with questions regarding employment. DEED specialists, Career Force staff, Private Industry Council staff, business/industry representatives participate in the regional career exploration events providing interest assessments, job seeking skills (interviews/job search skills) to the career fair participants. Moreover, the Career Force staff also presenters for the Perkins Partners meeting and the Counselor Encounter event on career trends and forecasts. A Career Force specialist serves on the Perkins Partners board. For FY 21, the Career Force staff will collaborate with Ridgewater College staff including Perkins coordinators to develop a Scrubs Camp for middle school students. The CLNA indicated that health careers are the #2 workforce need for the region and with only one consortium school district offers a Perkins eligible health careers course; it was determined to develop a Scrubs Camp for middle school students. The initiative fits well with the Career Force Youth programs and will focus on under-represented special population students. The consortium reserve funds will be used for this initiative – see Secondary Reserve funds.

The consortium provides career development courses and activities through a variety of venues with specific focus on the high skill, high wage, in-demand careers: **(MCIS for all consortium schools Perkins funds - \$18,700 UOF #1)**, field trips, business tours, speakers, regional career exploration events, Scrubs camp, Manufacturing Expo, Ag Expo, RC Info Sessions, Work-Base learning opportunities, youth service work, internships. career prep courses, Ramp-Up and Private industry Council staff to provide information to high school students, counselors and parents. High school counselors and college advisors meet each fall **(Perkins funded Counselor Encounter -\$500 travel for career instructors - UOF #1, #2)** to review the admissions process, learn about new programs, discuss workforce trends and high school to college transitions; related to careers Furthermore, high school counselors attend regional career events. High schools access Perkins funds to provide local career exploration activities: field trips/business, industry tours – Ag, Manufacturing, Health careers, business, Early child ed- all consortium schools **(Perkins funding \$5,900-UOF#1)**, job shadowing **(Perkins funds \$200, UOF #1)**, Regional Skill Fest travel -Litch **(Perkins funds UOF #1 -\$400)**, Regional Career Fair – Ridgewater Hutchinson and Willmar campuses – (presenter stipends, meetings, marketing and bussing – see Secondary Reserve funds for specific detail- **Perkins RESERVE SECONDARY UOF #1 -\$7,200** Furthermore, CLNA results also showed that very few Somali Students enroll in technical programs other than nursing and law enforcement. A strategy to provide career exploration for Somali high school students as well as Somali adults and aged out high school students. The Somali Career exploration event is included under the Secondary Reserve funds (food-\$400, planning meetings/ travel -\$200, marketing/ materials translated into Somalian \$2,200, presenter stipends \$600 - **PERKINS RESERVE SECONDARY UOF #1,#2 -\$2,400**), Although Ridgewater College faculty advise in-coming students, Ridgewater College Perkins funded Recruitment and Retention Specialists for Technical programs provide academic counseling and advising to special population students in technical programs. Ridgewater College marketing materials including the college website emphasize the program of study and career cluster concept and detail wage information and workforce trends for specific careers. **Total Secondary Basic funds - \$25,700**

## 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.

Per the CLNA summary, the consortium will improve academic skill attainment by offering an opportunity for consortium high school CTE teachers to embed contextual math components into CTE curriculum. Furthermore, teachers who instruct courses in welding, machining, carpentry, automation, robotics, metal working, (manufacturing courses) can improve students' academic attainment by incorporating more reading and writing into the course curriculum. **(funds in the RESERVE Perkins funded UOF #3, #4- \$8,000-stipends).**

ELL students in Willmar High School are provided mentoring and special STEM 9math and science) learning opportunities through the Achievement and Integration Plan. ELL students at Ridgewater College are supported through Recruitment and Retention Specialists for Technical programs who respond to academic alerts specifically for the special population CTE students. Ridgewater College also provides academic support services for ELL students.

Moreover, Ridgewater CTE instructors will provide TECH UP summer workshops **(funds in the RESERVE Perkins funded UOF #3, #2- \$8,000)** for high school teachers to learn the latest in industry techniques, skills, new equipment/software and curriculum.

High school and college students learn industry skills on equipment used in industry (Perkins funds -see Narrative #2 for \$\$). Students are assessed on technical skills through technical skills assessments **(Perkins funds UOF #3, #4 - \$3,000)** The consortium partners continue to search for certificate opportunities for assessing technical skills. Perkins funding will be used for ServSafe certification for the Foods/Restaurant program of study.

## 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.

1) Black/African American (Somali) students may not be aware of careers in other technical programs as the participation numbers are high for a few CTE program areas primarily health careers and law enforcement. A significantly larger percentage of Somali students enroll in liberal arts programs **Perkins funding** for career exploration 1) Black/African American (Somali) students may not be aware of careers in other technical programs as the participation numbers are high for a few CTE program areas primarily health careers and law enforcement. A significantly larger percentage of Somali students enroll in liberal arts programs **Perkins funding** for career exploration event for Somali high school students and Somali adults to explore technical programs. **(funding in Reserve Fund MCIS for all students to learn about careers (UOF #1-\$18,700) Provide funding for counselors to attend MCIS workshops to more fully utilize the system. Provide funding for students to learn about careers through regional career events, field trips and business tours. (see narrative #3)**

2) Post-secondary - Students in online CTE courses have a lower percentage of completion compared to face-to-face CTE programs. CTE students who are enrolled in online delivery programs who do not complete or earn a credential within a time frame. **Perkins funding** - Recruitment and Retention Specialists for Technical programs on Willmar and Hutchinson campuses to evaluate the process, drop out points, determine roots causes, develop strategies for retention in collaboration with Ridgewater College student services staff. **(Perkins funding staff: UOF #4, #6-\$116,000, travel, copying expense - \$3,568.31)**

3) Post-secondary - Low completions rates for students of color (black and Latino). Evaluate academic support for students of color (Black & Latino) in health career cluster and law enforcement. **Perkins funding** - Recruitment and Retention Specialists on Willmar and Hutchinson campuses to evaluate the process and outcomes. **(same as #2)**

4) Post-secondary/secondary - Low percentages of females in manufacturing programs & courses. Recruitment of females into manufacturing careers/trades career pathways that are (in-demand, high-skill, or high pay) **Perkins Funding** - provide manufacturing expo/regional career events **(see narrative #3)**

5) Post-secondary/secondary – Low numbers of males in nursing, medical assistant, CNA and early childhood education programs & courses. Recruitment of males into fields (in-demand, high-skill, or high pay) nursing, early child education. **Perkins funding** - regional career events on both Ridgewater College campuses including opportunities for males to learn more about nursing and early child education jobs. Develop Scrubs camp in collaboration with Career Force Youth initiatives for middle school students FY 21. Develop Health Career First Responder workshop for high school 11th and 12th graders FY 22. see funding in RESERVE -**Perkins Secondary Reserve funds UOF #1-\$3,000)**

7) Secondary – Males in consortium CTE programs have a much lower percentage of reading academic attainment compared to females specifically in the trades and manufacturing courses. **Perkins funding** - provide stipends for CTE instructors to embed more reading and writing via contextual learning into curriculum; mostly focused on the manufacturing and trades courses **(included in Reserve Funds UOF #4 -\$8,000)**

8) Post-secondary - Students identified as having economically disadvantaged families or with a disability (mental health) have a lower rate of completion. Support services through counseling/advising for students who are identified as economic disadvantaged families. Students with disabilities referred through Ridgewater College disability services office **Perkins funding** - Recruitment and Retention Specialists on Willmar and Hutchinson campuses to develop community resources. Ridgewater College to provide staff training on how to identify and work/instruct students with mental health issues. **same as #2.**

event for Somali high school students and Somali adults to explore technical programs. **(funding in Reserve Fund MCIS for all students to learn about careers (UOF #1-\$18,700) Provide funding for counselors to attend MCIS workshops to more fully utilize the system. Provide funding for students to learn about careers through regional career events, field trips and business tours. (see narrative #3)**

- 2) Post-secondary - Students in online CTE courses have a lower percentage of completion compared to face-to-face CTE programs. CTE students who are enrolled in online delivery programs who do not complete or earn a credential within a time frame. **Perkins funding** - Recruitment and Retention Specialists for Technical programs on Willmar and Hutchinson campuses to evaluate the process, drop out points, determine roots causes, develop strategies for retention in collaboration with Ridgewater College student services staff. (**Perkins funding staff: UOF #4, #6-\$120,000, travel, copying expense - \$3,568.31**)
- 3) Post-secondary - Low completions rates for students of color (black and Latino). Evaluate academic support for students of color (Black & Latino) in health career cluster and law enforcement. **Perkins funding** - Recruitment and Retention Specialists on Willmar and Hutchinson campuses to evaluate the process and outcomes. (**same as #2**)
- 4) Post-secondary/secondary - Low percentages of females in manufacturing programs & courses. Recruitment of females into manufacturing careers/trades career pathways that are (in-demand, high-skill, or high pay) **Perkins Funding** - provide manufacturing expo/regional career events (**see narrative #3**)
- 5) Post-secondary/secondary – Low numbers of males in nursing, medical assistant, CNA and early childhood education programs & courses. Recruitment of males into fields (in-demand, high-skill, or high pay) nursing, early child education. **Perkins funding** - regional career events on both Ridgewater College campuses including opportunities for males to learn more about nursing and early child education jobs. Develop Scrubs camp in collaboration with Career Force Youth initiatives for middle school students FY 21. Develop Health Career First Responder workshop for high school 11th and 12th graders FY 22. see funding in RESERVE -**Perkins Secondary Reserve funds UOF #1-\$3,000**)
- 7) Secondary – Males in consortium CTE programs have a much lower percentage of reading academic attainment compared to females specifically in the trades and manufacturing courses. **Perkins funding** - provide stipends for CTE instructors to embed more reading and writing via contextual learning into curriculum; mostly focused on the manufacturing and trades courses (**included in Reserve Funds UOF #4 -\$8,000**)
- 8) Post-secondary -Students identified as having economically disadvantaged families or with a disability (mental health) have a lower rate of completion. Support services through counseling/advising for students who are identified as economic disadvantaged families. Students with disabilities referred through Ridgewater College disability services office **Perkins funding** - Recruitment and Retention Specialists on Willmar and Hutchinson campuses to develop community resources. Ridgewater College to provide staff training on how to identify and work/instruct students with mental health issues. **same as #2.**

## 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.

At the secondary level, seven school districts have approved programs for work-experience working with disadvantaged or students with IEPs. The consortium also has ten school districts with approved programs providing on-the-job training and seminar career courses and four school districts with approved programs to diversified youth apprenticeships. Perkins funding has been used for work-base learning programs through the ag and business programs.

The primary source of connections for work-based learning opportunities occurs through local advisory boards assist school districts with work-based learning sites/connections (youth service, internships, mentorship programs, work experience) with most assistance occurring in the agriculture, business courses; 486 students were placed in agriculture-related work sites and 324 students placed in business-related sites. Other sites/program areas: health - 167 students, manufacturing- 345 students, human services-245 students, technology - 45 students. The CTE advisory board for Litchfield Schools assists the school district in offering mentorships at the local hospital, law enforcement, and day care center. The LYFT grant has provided several opportunities for schools to collaborate with businesses in developing CTE projects; CDL training and nursing assistant training have been the most successful but have not been Perkins eligible (CTE licensing).

Work-based learning is required of students in several college programs including nursing, medical assistant, paramedic, veterinary technology, education, health information technology, and activity director. It is elective in many other programs including carpentry, welding, machining, automated systems and robotics, administrative assistant, nondestructive testing and audio technology. For post-secondary programs, the collaborative efforts of faculty, industry partners and students with over 700 students in 40 internship courses actively involved in work - based learning experiences in over 40 individual courses. For post-secondary programs, the collaborative efforts of faculty, industry partners and students with over 700 students in 40 internship courses actively involved in work - based learning experiences in over 40 individual courses. In addition, Career Force Centers are located on each of the RC campuses aiding job seekers and connecting with business/industry for placement opportunities.

## 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.

Mid-Minnesota Perkins Partnership is part of the MN Southern Region Articulation group. The Southern region reviews career clusters every two years. The region meets via Zoom at four sites with nine consortium high school teachers and college instructors attending the meetings. The consortium partners agreed to combine the articulation meetings with the program of study reviews. **(Perkins funding LIOE #2 #3 #4 \$2,400 – contract online services)** The articulation/POS meeting includes reviewing regional, local articulation agreements that align with program of study career pathways. For the consortium, articulated college credits are available to consortium students with 58 regional and local agreements. Although the use of articulated college credits is low (only 8 certificates presented to Ridgewater College FY 19), the consortium partners consider it a valuable exchange of ideas, curriculum review and feedback from post-secondary to secondary instructors. The articulation meetings have morphed into a program of study meeting. The consortium partners continue to market the articulated college credit initiative. Several consortium schools have awarded the certificate at the high school award event. Other school districts request the list of students who have earned certificates but may not apply for the certificates and encourage students to get the certificate. Other initiatives include having the CTEcreditMN website coordinator develop systems for accessing student data regarding use of certificates. All consortium school districts include information in the student registration guide of early college credit opportunities (concurrent, articulated, AP, others). Although parents do receive a letter when the student downloads a certificate, the parent may not be aware of the financial and time saving aspects of the certificate. Articulation is discussed at the fall Counselor Encounter (including information on access the website and ideas on how to market to parents at each high school (parent meetings, open houses, etc.). Ridgewater College includes information on articulation in the college registration guide.

Consortium school districts have also developed early college credit opportunities through concurrent agreements; Entrepreneurship, Animal Science, Agronomy & Welding with Ridgewater College.

College-In-the-Schools CTE courses are also offered at many consortium high schools: Willmar- Microeconomics, ACGC Intro to Ag, Intro to Health Professions, Medical Terminology, Intro to Computers, Computer Assisted Drafting, Child Development, Legal Environment, Print Reading, Intro to Criminal Justice, Principles of Nutrition; MACCRAY- Medical Careers, Intro to Manufacturing, Intro to Education, Information Technology Concepts & Industrial Construction Methods; BOLD- Digital World, Intro to Business Management, Intro to Computer Science, Essentials of Computing. PSEO Technical Programs at Ridgewater College - consortium students -78 (92% are in nursing assistant program). Of the 92%, 55 high school students in the nursing assistant program funded through the LYFT grant. Three consortium high school continue to offer Project Lead the Way courses. The Intro to Engineering courses is offered as dual credit with University of Minnesota. Ridgewater College transition staff work with school district teachers on how to become credentialed through Minnesota State College & University system. The recency requirement for technical credentialing has been a major barrier for most teachers. The teacher can have a masters degree in an area and yet not meet the recency of experience requirement for credentialing for concurrent status. The high school agriculture teachers have been most successful in gaining the credential primarily due to operating a farm within the past five years. The Ridgewater College transition staff have advocated at the state level for the recency requirement to be adjusted.

## 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.

Encourage school districts, Ridgewater College and communities to do “grow your own” workshops

- School districts offer an Intro to Education course through Southwest State University or Ridgewater College.
- Support high schools by providing resources on recruitment initiatives. Share college hiring strategies with high school administrators (journals, trade magazines, etc.) Ridgewater College and Willmar High School continue to collaborate on the recruitment of faculty and teachers who are identified as persons of color. (Ridgewater FY 20-22 Strategic Work Plan)
- Encourage school districts CTE programs to include information in curriculum regarding teaching in CTE programs and develop a Teacher Cadet program- provide Perkins funding for professional development and curriculum. **(PF- UOF #2, 3, 5, 6 - \$500)**
- Provide high school administrators information regarding the CTE licensing and the return on investment through CTE (levy) funds.
- Provide Externship for Educator experiences for post-secondary and secondary - 2-3 day work experiences in a related industry. Not only will the instructors learn about the workplace but the experience may inspire other professionals to consider teaching in their respective fields. Perkins funding for the Externships- funds included in the **(PS - Perkins funds- UOF #2,3,4,5,6 - \$7,000-stipends), Secondary included in the Reserve funds section.**
- Post-secondary – The college follows standard Minnesota State hiring practices to search for and hire CTE faculty that meet credentialing requirements. This includes advertising in trade journals, Minn State opportunities, online services, regional newspapers, Career Force, and other sources frequented by industry employed candidates. Instructors continue to attend program specific professional development. Provide Perkins funding for instructors to attend CTE Works **(PS Perkins funds- UOF #2- \$2,000)**, other conferences/workshops **(PS Perkins funds -UOF #2 - \$1,364.05)**
  - Secondary – Provide Perkins funding for teachers, counselor, administrators to attend professional development opportunities: NBEA conference/MBITE conference **(PF-UOF #2-\$820)**, BPA conference – **(PF-UOF#2-\$1,500)**, FCS conference/AAFCS conference dues/conference – **(PF- UOF #2 -\$1,150)**; Health Ed Conf **(PF-UOF #2-\$500)**, WBL Summit-**(PF-UOF#2-\$500)**, HOSA conference **(PF-UOF #2-\$400)**, MAAE /FFA state conference **(PF UOF #2-\$2,955.05)**, FCS to the MAX- **(PF UOF #2 - \$500)**, MTEEA **(PF UOF #2,\$400)**, Articulation/program of study meetings – all consortium schools and Ridgewater College. Perkins partners planning meetings **(\$300)**, Counselor Encounter. Additional Perkins funding for professional development opportunities **(Perkins funds UOF #2, #6 - \$1,000)**

**Secondary Basic Funds Total \$10, 725.05**

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

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

The most significant performance gaps that have been identified in the CLNA include performance gaps for Black (Somali) students attending Willmar High School in (2S1) reading and (2S2) math. 2S1- reading: Caucasian – 65.69%/Black -6.9%; Math: Caucasian-60.94%/Black 8.57%. Willmar School District does have a very comprehensive plan, Achievement and Integration Plan to address all under-performing gaps for Somali students from grade school through graduation. The plan includes mentoring, liaisons, STEM camp, peer tutors, and much remediation for students. The liaisons work with the Ridgewater College Diversity coordinator for admissions/enrollment assistance. As a consortium we will be provided two initiatives that would address the gaps that are specific to the CTE programs: provide funding for CTE teachers to work with the math teachers to embed contextual learning into the CTE curriculum. The same initiative is available for reading but is more focused on males in the trades and industrial tech courses. These initiatives are detailed under the Secondary Reserve funds. The Willmar high school math teacher is also working with the Ag, Drafting, Electrician, Carpentry and Welding Ridgewater College instructors to develop an Applied Math course that students can select the math concepts for the field they intend to pursue. This course will be articulated with each of those programs. Willmar High School has also developed two basic Technology courses for students to basic concepts. In discussion with the Somali Community Integration staff, the Willmar High school liaisons and the Ridgewater College Diversity Coordinator, it was determined that Somali students may not be aware of technical programs as most Somali students enroll in the liberal arts-transfer programs with very few in technical programs other than nursing and law enforcement (Total number of Somali students in other technical programs FY 19- 5 students). It was suggested that the Somali community (high school age, aged-out high school students, and adults) would benefit from career exploration of technical programs. This initiative is included in the Secondary Reserve funds.

The other area of performance gap is in the reading performance (2S1) for males 58% versus female 68%. The lowest performance rates are occurring for males enrolled in the trades/industrial tech courses. The initiative (funding details are in the Secondary Reserve funds) is available for CTE teachers in trades/industrial tech programs to work with high school English teachers to embed more contextual learning concepts into the curriculum.

Perkins data/performance levels is reviewed at the Perkins Partners meetings, at the Counselor Encounter meetings. The CLNA will provide a more targeted approach for funding Underperforming courses/programs. required to include strategies for improvement. In addition to core indicator performance, data that is considered includes surveys from the regional career exploration events, data gathered from the college diversity/multi-cultural department, surveys from the participants involved in TECH Up, survey results from the annual meeting with consortium counselors/career instructors (Counselor Encounter), data on the use of articulated college credits both at the secondary and post-secondary levels, data regarding use of MCIS-IDEAS & individual schools report on special population sub -groups. Additional data includes reviewing student participation and outcomes including special population students who are involved in various career exploration activities (career fairs, field trips, business tours, student organizations), data on participation in joint advisory board meetings, articulation meetings, and program of study meetings. At the post-secondary level, assessment of student learning outcomes at course, program and institutional level is an ongoing effort guided by the college's learning effectiveness plan. The assessment data informs decisions leading to improvement of curricula, assessment measures, and overall student performance. The consortium will review all data annually to determine what should be revised and funded. At Ridgewater College, the Diversity/Equity department will be developing an Equity 20/30 report including strategies and measures going forward. The Perkins initiatives will be included in the report. If progress has not been achieved prior to the third program year, the consortium (coordinators) would request additional assistance from MDE specialist or system office to review data.

## 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.

Mid-Minnesota Perkins Partnership is comprised of 16 school districts, one charter school and Ridgewater College Hutchinson and Willmar campuses. Based on CLNA findings, the consortium has selected six programs of study from four career fields to be advanced for state approval. Additional programs of study will be initiated this fall to provide balanced course offering for consortium students.

Each member school district is required to assign a person from the school district to be the primary contact. The responsibilities include attending consortium meetings, disseminating Perkins related information to CTE instructors, guidance counselors, administration, students as needed. The Perkins contact is also the point person for completing the annual Performance Report. School district administrators who are not the primary contact are "CC" and included in consortium information. A representative from Career Force/ Central MN Jobs & Training is also part of the consortium and is the point person for things regarding local, regional employment information.

The consortium has two meetings annually- Face-to-face meeting every fall following the state Perkins meeting/CTE Works conference – the meetings alternate between the two Ridgewater College campuses for this meeting. This meeting is to review what is included in the current year plan, to review the CLNA and prepare for the next fiscal year; what initiatives to continue, new initiatives, brain-storming, etc. Partners who attend the CTE Conference also give an overview of what was learned. In the Spring, the consortium has a virtual meeting. This meeting is to update on the current year plan and to solidify consortium-wide decisions for the upcoming year. All meeting info is also posted on the [www.ridgewater.edu/perkins](http://www.ridgewater.edu/perkins) website with handouts and other information that was covered at the meetings

The consortium has a leadership group 3-5 school contacts, Career Force Rep and the two Perkins coordinators. (Perkins Funding UOF #1-#6: Coordination salaries/benefits: \$90,000; \$4000- copying, postage, travel). The role of the leadership groups is to help set the agenda items for meetings, provide support for coordinator on issues working with school districts, to guide the Perkins meeting discussions, and to make a decision if the consortium is not able to meet. A larger group of partners was assigned to the CLNA process to provide on-going review and recommendations regarding the process. The Perkins coordinators also include the Retention and Recruitment Specialist for Technical programs on all meetings and processes.

The funding/decision-making process: partners review the CLNA and the recommendations made by the Perkins Coordinators. Perkins partners either agree or have discussion regarding use of funds as a consortium as recommended by Perkins coordinators. The Perkins partners also agree or discuss on the process for individual school districts to request funds. This year it was decided to rank the programs of study based on the workforce trends/forecasts. The program of studies were ranked on a Career Field document. Teachers request funds that would build on the current program or to add courses/programs of study based on the CLNA. The consortium partners determine what regional, state events/professional development opportunities will be funded in the upcoming fiscal year and any other consortium-wide initiatives to include in the application. The Perkins coordinators review the Career Field documents to be sure the requests meet the Perkins guidelines. The requested items are included in the application for state approval. The Perkins coordinators assist the partners in developing programs of study and have frequent communications with CTE instructors, administrators, guidance counselors regarding licensing, use of funds, program approvals, CTE funds (levy), upcoming events, admissions criteria, college advisory board meeting notices, equipment use and disposal, new program development, etc. Perkins coordinators visit school districts for update equipment inventory, tour shop areas, attend career exploration events, attend advisory board meetings (college and high schools). South West Service Education Cooperative is the fiscal agent for the secondary Perkins grant (Perkins funding, UOF-#1-#6 - \$5,100) The secondary membership has unique characteristics regarding size, scope, and

quality; of the 4,033 unduplicated CTE student count in the consortium, Willmar Public Schools has 969 students or 24% of the total CTE students in the consortium and also has the largest percentage of consortium special population students; Black/African American – 188/210 or 90%, Latino – 260/509 or 51%, students with disabilities 117/576 or 20%, ELL- 211/288 or 73% and economically disadvantaged students, 588/1670 or 35%. 53% of the consortium schools (9/17) have less than 200 CTE participants in 9 -12t grades. The Willmar School District is similar to an urban school in size and diversity and on the other extreme, the consortium has several very small school districts. Consortium school districts have different needs in maintaining and growing. The consortium partners must weigh decisions and funding equity between one very large, diverse school district and the small school districts. The Career Field Plan provide a format for considering the consortium as a whole rather than by individual school districts. The LYFT grant has also been instrumental in providing funding for collaboration of programming between smaller school districts.

## 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.

Reserved funding will be used to pilot new initiatives to meet the needs as outlined in the CLNA (only one consortium school district offers a local career fair, students may not be exposed to various careers at the high school, only one school district offers a health career Perkins eligible course and therefore, students are not aware of the variety of careers in the health field. The CLNA results also show that there are gaps in the number of females enrolled in manufacturing courses and few males are enrolled in child development or health courses. Although the regional career fair concept is not new, the consortium in collaboration with Ridgewater College and local chamber of commerce staff, will develop a NEW model based on the St. Cloud Technical College/St. Cloud Career Force model. The new model is business/industry led through the local chamber of commerce. All consortium tenth graders will have the opportunity to explore careers primarily through industry/business demonstrations and simulators. Regional Career Event – Ridgewater Hutchinson and Willmar campuses – (presenter stipends (\$500), meetings/travel (\$500), marketing (\$200), bussing (\$6,000) - Perkins **RESERVE SECONDARY UOF #1 - \$7,200**)

Based on the CLNA results that only one school district in the consortium offers a health careers Perkins eligible course, it was decided that the consortium along with local Career Force Youth program will collaborate with Ridgewater College to provide a Scrubs Camp for middle school students to learn about health careers. This is a new initiative for the consortium and an initiative that Career Force staff suggested for middle school students specifically with the focus on under-represented students. Career Force staff will recruit the students for the camp. Perkins **RESERVE SECONDARY UOF #1, #6 - meetings/travel-\$800, presenter stipends \$2,200, total \$3,000**. In addition, CLNA results also showed that very few Somali Students enroll in technical programs other than nursing and law enforcement. A strategy to provide career exploration for Somali high school students as well as Somali adults and aged out high school students. The Somali Career exploration event (**food-\$400, planning meetings/ travel - \$200, marketing/materials translated into Somalian \$2,200, presenter stipends \$600 - PERKINS RESERVE SECONDARY UOF #1, #2 - total -\$3,400**).

Furthermore, the consortium will use reserve funds for the TECH UP event for high school teachers to have an intensive skill training workshop using new technologies and software. The pilot TECH UP event was held in 2019 and will be expanded to include new program of study areas. (**teacher/instructor stipends - \$7,000, food - \$400, marketing - \$400, Perkins Reserve #2,- #6 -Total - \$7,800**)

Based on the Perkins Performance indicators consortium sub-group results/findings in the CLNA, males are under-performing in reading/writing academic attainment in the trades and industrial tech courses. The consortium will use reserve funds to provide contextual curriculum writing workshops for industrial tech teachers to embed reading/writing concepts into course materials. The workshops will be available for any high school instructor teaching an industrial

tech course. Furthermore, all consortium high schools are underperforming in math. Per the CLNA, the consortium will use reserve funds for CTE instructors to attend contextual curriculum writing workshops to embed math concepts into CTE courses. These are new initiatives for the consortium. **Perkins Reserve funds #2-#6: stipends- CTE teachers, math, English teachers - \$8,000.**

The CLNA also indicated that approximately 17% of all students learning welding and metal working skills are taught by Ag teacher with the percentage to increase as the consortium trend has been to replace industrial tech teachers with Ag teachers. Since manufacturing is the #1 workforce need for consortium, it was decided to provide externships for educators specifically for Ag teachers to engage in a manufacturing industry experience. This is a new initiative for the consortium. **Perkins Reserve funds UOF #1-#6 – stipends - \$4,800**

The consortium will also earmark \$12,730.57 in reserve funds for CTE instructors to retool for COVID-19 closure and to purchase virtual learning equipment that is not provided by the school district which would enhance the learning experience for students. This is a new initiative. **Perkins Reserve UOF #1-#6 - \$12, 730.57**

Scrubs Camp - \$3,000

Somali Career Event - \$3,400

TECH UP - \$7,800

Regional Career Event -new format - \$7,200

Externship for Educator - \$4,800

Contextual curriculum workshops - \$8,000

Virtual learning equipment - \$12,730.57

**Secondary total - \$46,930.57**

Reserved funds: Post-secondary, Ridgewater College to add new certification for the poultry industry which is the number #1 employer in the Willmar area. Poultry certificate development – poultry anatomy models (**PS RESERVE UOF #2-#6-- \$6,930.57**). Ridgewater College will also be expanding the machining program to the Willmar campus. (see CLNA Element #2 and #3) Reserve funds will be used to purchase a CNC Haas Mini Mill. (**PS RESERVE UOF #2-#6- \$40,000**). **TOTAL- \$46,930.57**

## Workforce Center Collaboration

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

### Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$5,000
Postsecondary Subtotal	\$5,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000
Secondary Subtotal	\$1,000
<b>TOTAL</b>	<b>\$6,000</b>

## Perkins-Funded Positions

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

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

### Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Jodi Jordon	Perkins Coordinator	Secondary		.80	76,000
Matthew Feuerborn	Perkins Coordinator	Post-secondary		.08	10,000
Janet Meier	Perkins Coordinator -Hutch	Secondary		.05	4,000
Stephanie Holland	Recruitment-Retention Specialist for Technical Programs Willmar	Post-secondary		1.0	80,000
New hire mid-year	Recruitment-Retention Specialist for Technical Programs - Hutch campus	Post-secondary		.50	36,000

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

Position Description

01016841 MnSCU Acad Prof 1 Jodi Jordon PDF

Position Description

00759330 Dean Technical PD Feuerborn Matthew 9.11.18

Position Description

01006438 MnSCU Program Dir 1 J Meier Nov 2010

Position Description

00758990 RR Specialist for Technical Programs S Holland

Position Description

RR Specialist for Technical Programs -Hutch (revised)

Position Description

## State-recognized Program of Study 1

### POS 1

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

Engineering, Manufacturing, & Technology

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

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.

Litchfield # 465- 170321

DC #0466 - 171000, 172306, 172302

LP #0424 - 171000

Hutchinson #0423 - 171300, 172302, 172306

ACGC #2396 - 171500, 171710, 172306

Willmar #0347 - 171500, 171502,

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

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

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

Ridgewater College:

Automation Technology - Dip

Automation Robotics -Dip

Process Controls Technician - Dep, cert

Manufacturing Production Technician -cert

CAD Technician - Dip, cert

Electronic Tech -Dip

CNC Technician- Dip, cert

Machining Technician -Dip

NDT Technology -Dip

Advanced Ultrasound Testing -Dip

Entry level welder- Cert

Industrial welder -Dip

Welding -Dip

**Recognized Secondary Credentials**
**Enter the Recognized Secondary Credentials here:**

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

Recognized Secondary Credential(s):

<b>TSA</b>	Precision Exams	PLTW End of course exam	
<b>Work-based Learning</b>	Youth Service work	WBL	
<b>Licensure</b>	none		
<b>Certification</b>	none		
<b>Industry-Recognized Credential</b>	Entry Level welder certification	NIMS	

**Recognized Postsecondary Credentials**
**Enter the Recognized Postsecondary Credentials here:**

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS, Dip	Certification	
<b>Work-based Learning</b>	Internships		
<b>Licensure</b>	none		
<b>Certification</b>	NIMS, Welding certification	CNC certification	CAD certification, Process Control Cert
<b>Industry-Recognized Credential</b>	NIMS	OSHA	

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")

Secondary - completed program approval process Fall 2019.

Post-secondary - program review

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")

Tiger Path - Hutchinson High School -advisory board meeting minutes

Dassel-Cokato - advisory board meeting minutes

Litchfield - advisory board meeting minutes

Willmar - PLTW advisory board minutes

MAPS group Willmar

High school partnership with Ridgewater College Customized & Continuing Ed - CDL training

Ridgewater college - Advisory boards: welding, machining, automation/robotics, non-destructive testing,

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")

Advisory board meeting minutes, program approvals, licensing board -Table C requirements. School district registration guides: (courses articulated college credits, PSEO opportunities, concurrent courses), School districts have access to CTEcreditMN website for articulated college credit info/students develop personalized account. CTSO advisory board meeting minutes.

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

Component is present?

- Yes
- No

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

**Program review process documentation**

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")

Secondary & post-secondary - OSHA compliance, facility review reports. Advisory board minutes

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")

Post-secondary internship opportunities

Secondary - advisory board meeting minutes (Hutchinson, Willmar PLTW BEST Robotics, NLS First Robotics, DC), field trips, work-base learning agriculture programs.

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

Component is present?

- Yes
- No

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

CLNA data and Perkins partners meeting minutes, high school surveys. Advisory board minutes.

## State-recognized Program of Study 2

### POS 2

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

Agriculture, Food, & Natural Resources

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

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

List high school(s) and program code here.

0109901:

Atwater-Cosmos-Grove City (ACGC) # 2396-01, Belgrade-Brooten-Elrosa (BBE) #2364-01, Bird Island-Olivia-Lake Lillian (BOLD) #2534-01, Buffalo Lake-Hector-Stewart (BLHS) #2159-01, Dassel-Cokato (DC) #0466-01, Eden Valley-Watkins (EVW) #0463-01, Gibbon-Fairfax-Winthrop (GFW) #2365-01, Glencoe-Silver Lake (GSL) #2859-01, Hutchinson #0423-01, Kerkhoven-Murdock-Sunburg (KMS) #0775-01, Litchfield #0465-01, Maynard-Clara City-Raymond (MACCRAY) #2180-01, New London-Spicer (NLS) #0345-01, Sibley East (SE) #2310-01, Willmar #0347-01,

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.

University of Minnesota & South Dakota State University - Bachelors of Science degree in Agriculture Education

Ridgewater College - Dairy Management - AAS, Dip, Veterinary Technician -AAS , Ag Science- AAS, Farm Operations/ Management-AAS, Dip, Artificial Insemination - 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):

<b>TSA</b>	Precision Exam		
<b>Work-based Learning</b>	Work-base learning		
<b>Licensure</b>	none		
<b>Certification</b>	none		
<b>Industry-Recognized Credential</b>	none at secondary		

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AAS	Dip	certificate
<b>Work-based Learning</b>	Internships		
<b>Licensure</b>	none		
<b>Certification</b>	certified veterinary assistant (CVA)		
<b>Industry-Recognized Credential</b>	certified veterinary assistant (CVA)		Artificial insemination certification

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

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

Component is present?

- Yes
- No

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

Secondary schools complete program approval process Fall 2019

Post-secondary - ongoing program review

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")

Secondary - advisory boards meeting minutes, FFA meeting minutes, student work-base plans,

Post-secondary - advisory board meeting minutes, internship plans

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")

Secondary -advisory board minutes, FFA meeting minutes, plans, Ag Expo event, regional career exploration day (both RC campuses), MCIS, AG Field Day, concurrent course in Animal Science, Ramp Up to Readiness/careers courses, CIS Animal Science credits through University of Minnesota.

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

Component is present?

- Yes
- No

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

Program review documentation. advisory board minutes

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")

Secondary & post-secondary- OSHA requirement review, faculty maintenance reports, safety reports, safety training documentation

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

Component is present?

- Yes
- No

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

Secondary - work-base learning plans, field trips, business tours, FFA skills competitions

Post-seSecondary - internship plans

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

Component is present?

- Yes
- No

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

CLNA document, Perkins partners meeting minutes, advisory board minutes

### State-recognized Program of Study 3

#### POS 3

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

Agriculture, Food, & Natural Resources

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

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

List high school(s) and program code here.

019901:

Atwater-Cosmos-Grove City (ACGC) # 2396-01, Belgrade-Brooten-Elrosa (BBE) #2364-01, Bird Island-Olivia-Lake Lillian (BOLD) #2534-01, Buffalo Lake-Hector-Stewart (BLHS) #2159-01, Dassel-Cokato (DC) #0466-01, Eden Valley-Watkins (EVW) #0463-01, Gibbon-Fairfax-Winthrop (GFW) #2365-01, Glencoe-Silver Lake (GSL) #2859-01, Hutchinson #0423-01, Kerkhoven-Murdock-Sunburg (KMS) #0775-01, Litchfield #0465-01, Maynard-Clara City-Raymond (MACCRAY) #2180-01, New London-Spicer (NLS) #0345-01, Sibley East (SE) #2310-01, Willmar #0347-01,

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.

Ridgewater College: Agronomy Technology - AS, Agri Science & Technology -AS, GSP/GIS Technology -AAS, Dip, Precision Farming - Certificate

AS transfer to U of Minnesota and South Dakota State University

#### Recognized Secondary Credentials

##### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

<b>TSA</b>	Precision Exam		
<b>Work-based Learning</b>	FFA, Summer Coop		
<b>Licensure</b>			
<b>Certification</b>	Precision Farming		
<b>Industry-Recognized Credential</b>	none for secondary		

**Recognized Postsecondary Credentials**

**Enter the Recognized Postsecondary Credentials here:**

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>			
<b>Work-based Learning</b>	Internships		
<b>Licensure</b>			
<b>Certification</b>	Precision Farming, Commercial Applicator	CDL, FAA Drone certification, Forklift certification	
<b>Industry-Recognized Credential</b>	Crop Advisory Certification		

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

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

Component is present?

- Yes
- No

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

Secondary - completed program approval process Fall 2019.  
Post-secondary - program review

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")

Secondary - advisory boards meeting minutes, FFA meeting minutes, student work-base plans, Post-secondary - advisory board meeting minutes, internship plans

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")

Secondary -advisory board minutes. FFA meeting minutes. plans. Ag Expo event. regional career exploration day (both RC campuses). MCIS. AG Field Day. concurrent course in Plant Science, Ramp Up to Readiness/careers courses, CIS Plant Science credits through University of Minnesota.

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

Component is present?

- Yes
- No

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

Program review documentation. advisory board minutes

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")

Secondary & post-secondary- OSHA requirement review, facility maintenance reports, safety reports, safety training documentation

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

Component is present?

- Yes
- No

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

Secondary - work-base learning plans, field trips, business tours, FFA skills competitions Post-secondary - internship plans

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

Component is present?

- Yes
- No

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

CLNA document, Perkins partners meeting minutes, advisory board minutes

## State-recognized Program of Study 4

### POS 4

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

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

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

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

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

List high school(s) and program code here.

090101:

Belgrade-Brooten-Elrosa (BBE) #2364-01, Bird Island-Olivia-Lake Lillian (BOLD) #2534-01, Dassel-Cokato (DC) #0466-01, Eden Valley-Watkins (EVW) #0463-01, Gibbon-Fairfax-Winthrop (GFW) #2365-01, Glencoe-Silver Lake (GSL) #2859-01, Hutchinson #0423-01, Kerkhoven-Murdock-Sunburg (KMS) #0775-01, Litchfield #0465-01, New London-Spicer (NLS) #0345-01, Sibley East (SE) #2310-01, Willmar #0347-01

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.

Ridgewater College- Early Childhood Education -AS, Certification (Special Ed) Certification

South West State University - Pre-school Education bachelors

### 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	Willmar PreSchool, Day care		
Licensure			

<b>Certification</b>	Early Child Ed certification		
<b>Industry-Recognized Credential</b>	none		

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS		
<b>Work-based Learning</b>	internship		
<b>Licensure</b>			
<b>Certification</b>	Early Child Ed, Special Ed Paraprofessional		
<b>Industry-Recognized Credential</b>	Early Child Ed		

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")

Secondary schools complete program approval process Fall 2019  
Post-secondary - ongoing program review

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")

Secondary - advisory boards meeting minutes, Kandiyohi Needs assessment for child care report , student work-base plans, Post-secondary - advisory board meeting minutes,

### internship plans

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")

Secondary -advisory board minutes. AAFCS meetings/workshops. MN FCS workshops, regional career exploration day (both RC campuses), MCIS, Ramp Up to Readiness/careers courses,

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

Component is present?

- Yes
- No

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

Program review documentation. advisory board minutes

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")

Secondary & post-secondary- OSHA requirement review, facility maintenance reports, safety reports, safety training documentation, CPR and First Aid Training

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

Component is present?

- Yes
- No

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

Secondary - work-base learning plans, field trips, business tours, OTJ training in Willmar for certification.  
Post-secondary - internship plans

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

Component is present?

- Yes
- No

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

CLNA document, Perkins partners meeting minutes, advisory board minutes

## State-recognized Program of Study 5

### POS 5

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

Business, Management, & Administration

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

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.

140710:

Belgrade-Broten-Elrosa (BBE) #2364-01, Bird Island-Olivia-Lake Lillian (BOLD) #2534-01, Dassel-Cokato (DC) #0466-01, Glencoe-Silver Lake (GSL) #2859-01, Hutchinson #0423-01, Kerkhoven-Murdock-Sunburg (KMS) #0775-01, Litchfield #0465-01, Maynard-Clara City-Raymond (MACCRAY) #2180-01, New London-Spicer (NLS) #0345-01, Sibley East (SE) #2310-01, Willmar #0347-01,

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.

Ridgewater College: Accountant AAS, Dip,

Accounting Technician - Dip

Accounting Clerk -Dip

### 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	work base learning, youth service program		
Licensure	none		
Certification	Certified Accts Payable Cert		

Industry-Recognized Credential	Certified Accts Payable Cert (CAPA)		
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Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

Academic Award	AAS,Dip		
Work-based Learning	internships,		
Licensure	none		
Certification	Accts Payable Certification		
Industry-Recognized Credential	Certified Public Accountant		

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")

Secondary schools complete program approval process Fall 2019  
Post-secondary - ongoing program review

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")

Secondary - advisory boards meeting minutes, BPA meeting minutes, student work-base plans, Post-secondary - advisory board meeting minutes, internship plans

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")

Secondary -advisory board minutes. BPA meeting minutes, plans. BPA competitions. regional career exploration day (both R C campuses). MCIS concurrent course in Entrepreneurship, Ramp Up to Readiness/careers courses, school-run business opportunities

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

Component is present?

- Yes  
 No

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

Program review documentation. advisory board minutes

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")

Secondary & post-secondary- OSHA requirement review, facility maintenance reports, safety reports, safety training documentation, IT dept needs assessments

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

Component is present?

- Yes  
 No

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

Secondary - work-base learning plans, field trips, business tours, BPA skills competitions Post-secondary - internship plans

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

Component is present?

- Yes  
 No

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

CLNA document, Perkins partners meeting minutes, advisory board minutes, BPA notes

## State-recognized Program of Study 6

### POS 6

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

Health Science Technology

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

Therapeutic Services

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

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

List high school(s) and program code here.

070300 - Sibley East #2310-01

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.

Ridgewater College - Nursing - AS, Dip , Nursins Asst Cert.

BSN - Metro State

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

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

Recognized Secondary Credential(s):

<b>TSA</b>	MN CNA Registry Exam		
<b>Work-based Learning</b>	practicum		
<b>Licensure</b>			
<b>Certification</b>	CNA certification		
<b>Industry-Recognized Credential</b>	CNA certification		

### Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS	dip , certification	BSN
<b>Work-based Learning</b>	clinical experience	clinical experience	Clinical experience
<b>Licensure</b>	Registered Nurse	LPN license	
<b>Certification</b>		CNA certification	RN license
<b>Industry-Recognized Credential</b>	RN license	LPN License, CNA certification	

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

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

Component is present?

- Yes  
 No

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

Secondary schools complete program approval process Fall 2019  
Post-secondary - ongoing program review

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")

Secondary - advisory boards meeting minutes, HOSA meeting minutes, student work-base plans, Post-secondary - advisory board meeting minutes, clinical experiences

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")

Secondary -advisory board minutes. HOSA meeting minutes. plans. regional career exploration day (both RC campuses). MCIS. Scrubs camp. PSEO course in nursing assistant, Ramp Up to Readiness/careers courses, BSN through Metro State University

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

Component is present?

- Yes
- No

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

Program review documentation. advisory board minutes

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")

Secondary & post-secondary- OSHA requirement review, facility maintenance reports, safety reports, safety training documentation, Dept of Health reports/reviews

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

Component is present?

- Yes
- No

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

Secondary - work-base learning plans, field trips, business tours, HOSA student activities, Post-secondary - iclinical experiences

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

Component is present?

- Yes
- No

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

CLNA document, Perkins partners meeting minutes, advisory board minutes

## State-recognized Program of Study 7

### POS 7

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

Agriculture, Food, & Natural Resources

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

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

List high school(s) and program code here.

None - we are doing six POS not seven

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.

none

### 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	io[[		
Work-based Learning			
Licensure	jko		
Certification			
Industry-Recognized Credential	jklp		

### Recognized Postsecondary Credentials

#### Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)

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

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

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	klp		
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>	jkp		
<b>Industry-Recognized Credential</b>	jkop		

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")

none

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")

none

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")

none

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")

none

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")

none

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")

none

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")

none

## 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):

Mid-MN FY 21 Assurances & Certifications

Secondary Supplemental Budget:

Mld-MN Secondary Budget FY 21

Consortium Consolidated Equipment Inventory

Mid-MN Equipment Inventory through 6-30-19

Additional Material

Mid Minnesota-1

Additional Material

Mid-Minnesota Application Checklist FY21-22

Additional Material:

Mid-MN FY 21-22 CLNA FINAL-signed

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

## Budget

### Proposed Budget Summary

#### Expense Budget

	Grant Funded	Total Budgeted
<b>B) Narrative 2: Programs of Study</b>		
. Secondary Non-Personnel	\$13,000.00	\$13,000.00
Postsecondary Equipment	\$38,000.00	\$38,000.00
Secondary Equipment	\$98,160.00	\$98,160.00
<b>Subtotal</b>	<b>\$149,160.00</b>	<b>\$149,160.00</b>
<b>C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies</b>		
b. Secondary Non-Personnel	\$25,700.00	\$25,700.00
<b>Subtotal</b>	<b>\$25,700.00</b>	<b>\$25,700.00</b>
<b>E) Narrative 5: Special Populations</b>		
Postsecondary Non-Personnel	\$3,568.31	\$3,568.31
e. Postsecondary Personnel (Salary and Benefits)	\$116,000.00	\$116,000.00
<b>Subtotal</b>	<b>\$119,568.31</b>	<b>\$119,568.31</b>
<b>G) Narrative 7: Early College</b>		
. Secondary Non-Personnel	\$2,400.00	\$2,400.00
<b>Subtotal</b>	<b>\$2,400.00</b>	<b>\$2,400.00</b>
<b>H) Narrative 8: Support to Professionals</b>		
Secondary Non-Personnel	\$10,725.05	\$10,725.05
f. Postsecondary Non-Personnel	\$10,364.00	\$10,364.00
<b>Subtotal</b>	<b>\$21,089.05</b>	<b>\$21,089.05</b>
<b>J) Narrative 10: Consortium Governance</b>		
Postsecondary Personnel (Salary and Benefits)	\$67,200.00	\$67,200.00
Secondary Admin (5% max) UFARS 895	\$5,100.00	\$5,100.00
Secondary Non-Personnel	\$4,000.00	\$4,000.00
Secondary Personnel (Salary and Benefits)	\$22,800.00	\$22,800.00
<b>Subtotal</b>	<b>\$99,100.00</b>	<b>\$99,100.00</b>
<b>K) Narrative 11: Reserve Funds</b>		
Postsecondary Equipment	\$46,930.57	\$46,930.57
Secondary Equipment	\$12,730.57	\$12,730.57
Secondary Non-Personnel	\$34,200.00	\$34,200.00

	Grant Funded	Total Budgeted
<b>Subtotal</b>	<b>\$93,861.14</b>	<b>\$93,861.14</b>
<b>Total Proposed Cost</b>	<b>\$510,878.50</b>	<b>\$510,878.50</b>

**Revenue Budget**

	Grant Funded	Total Budgeted
<b>Grant Funding</b>		
Award Requested	\$510,878.50	\$510,878.50
<b>Subtotal</b>	<b>\$510,878.50</b>	<b>\$510,878.50</b>
<b>Total Proposed Revenue</b>	<b>\$510,878.50</b>	<b>\$510,878.50</b>

**Proposed Budget Detail**

See attached spreadsheet.

**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)

**Postsecondary Equipment**

Scanner, models, laudal sim mannequins, plumbing equipment,

**. Secondary Non-Personnel**

technical skill assessments,/certifications, (\$3,000) resources

**Secondary Equipment**

welders, planers, grinder, sim babies, hydroponic system, tools, range, welding helmets, GPS, drones, meat cutting equipment, drills, saws, Sim baby, incubators,

**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)

**b. Secondary Non-Personnel**

field trips, business tours, skill fest, career fairs, \$7,000 MCIS online service - \$18,700

### 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)

#### Postsecondary Non-Personnel

RR Specialist expenses (travel, registration, copying, postage)

#### e. Postsecondary Personnel (Salary and Benefits)

Recruitment and Retention Specialists for Technical programs

### 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)

#### . Secondary Non-Personnel

website and online articulation service

### 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: TECH Up, CTE Works , Externships

#### Secondary Non-Personnel

workshops (travel, registration, sub pay, )

### 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)

#### Postsecondary Personnel (Salary and Benefits)

Perkins coordinators

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

Secondary fiscal agent service fee

### Secondary Personnel (Salary and Benefits)

Secondary coordinator salary /benefits

### Secondary Non-Personnel

coordinator travel, copying expense, postage ,

### 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)

### Postsecondary Equipment

Poultry models - \$6,930.57, CNC Haas Mini Mill - \$40,000

### Secondary Non-Personnel

events (travel, sub pay, food, stipends) ,

### Secondary Equipment

virtual learning equipment: cameras, camcorders, mics/sound system, demonstration cameras