



East Range Partnership

Prepared by East Range Consortium
for Minnesota State FY21-22 Second-Year Update Strengthening Career and Technical Education for the 21st Century Act
(Perkins V)

Submitted by Chris Vito

Submitted on 07/01/2021 11:37 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2021.

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.

Category Explanation

Second-Year application.

Opportunity Manager

Jeralyn Jargo

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/e4279467-db28-4225-924a-19d211999fe0>

Is Published

Yes

Submission Information

Submission Window

Opens 03/15/2021 8:00 AM

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 website.

Project Information

Application Information

Application Name

East Range Partnership

Award Requested

\$303,892.82

Total Award Budget

\$303,892.82

Primary Contact Information

Name

Chris Vito

Email Address

c.vito@mesabirange.edu

Address

1001 Chestnut Street West
Virginia, MN 55792

Phone Number

218-749-7754

Project Description

Consortium Membership List

Consortium Membership List

If there are changes to your consortium membership, list them here; if not, type "No Change."

The East Range Consortium will submit one new Statement of Assurance's page. The former Eveleth-Gilbert and Virginia School Districts are now consolidated under the name Rock Ridge School District #2909. See attachment.

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes to the previous CLNA completed in 2020. The new CLNA will be a joint venture and submitted as the True North Stars.

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

Narrative 2: Programs of Study (POS)

POS

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

We have reviewed the spreadsheet attachment, and at present, this appears to be correct with one addition.

1 Human Services-Early Childhood

2 Business, Management, & Administration-Business, Management & Administration

3 Engineering, Manufacturing & Technology-Transportation, Distribution and Logistics

4 Engineering, Manufacturing & Technology-Architecture and Construction

5 Health Science Technology-Health Science

6 Human Services- Law, Public Safety, Corrections and Security

7 Business, Management, & Administration-Hospitality and Tourism

8 Manufacturing- Manufacturing, Production Process Development- Welding Technology

East Range is adding Engineering, Manufacturing & Technology/Welding this year to align with other True North Stars partners. Three schools in East Range completed Program Approvals in FY21 to align with this work. East Range will continue to support small schools and Approved Programs as needed with consortia approval as we continue to transition into the new consortium. However, this may change as a result of the CLNA that we intend to employ in FY22 and the assessment of the priority programs of study for the True North Stars Consortium.

Fees and costs associated with program/professional development for consortia partners, supplies/equipment mini grants include -Items listed others items/areas TBD during grant cycle.

Business St. Louis Ctv \$2,556 which includes the last year of Netton Vision, online keyboarding and 2 laptop industrv WBL computers. Rock Ridge-\$3,338.74 which includes \$1,170 Industrial Vitaminix Blenders, \$999-Marketina Gets Digital Curriculum. Consortia will continue to support other districts with Business PA as needed or developed.

FCS with approved programs

Rock Ridge, \$1,000 for supplies

I Falls-\$350 for supplies

Mesabi East- \$3,100-5 @\$620 Kitchen Aid Pro 600 mixers

Consortia will continue to support other districts with FCS's approved programs as needed or developed.

Manufacturing-

I Falls- \$3,900- \$800 Grizzly 3 in 1 Sheet Metal Machine and \$3,100 Amana CNC Router Master Bit Set

St. Louis Ctv-\$6,705 \$2,055. Manual Roll Bender, \$380. 1" Square Tube Die for Manual Roll Bender, \$1,231. Finger Brake, \$2,364. Skip Roll Machine, \$675. Model 32 Tube Bender and Pedestal.

Rock Ridge-\$6,500 Portable Spray booth- \$6,000 Miller xmt 450 and \$4,000 miller cst 280

Construction-

Rock Ridge: \$6,500 Portable Spray booth, \$2,000 Scaffolding feet wheels/planks

This is a partial list as all needs are not identified at this time. It should be noted that supplies/equipment requests could change as the consortium partners heavily with the Applied Learning Institute and their request cycle and fund availability does not align with Perkins. In the event ALI funds are available, items listed maybe reconsidered and evaluated to allow the best allocation of funds for current and growing Programs of Study.

Consortia will continue to support other districts with approved programs as needed or developed.

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

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

WIOA

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

East Range/True North Stars are expanding our relationship with the area Career Force Center/NEMOJT in the area of virtual business and industry tours that will be used across northeast Minnesota. We are collaborating on videos that will highlight the countless career options available across the region in multiple pathways on the Minnesota Career Wheel. We intend to use secondary reserve funds to help support this innovative regional initiative.

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

Narrative 4: Integrated Academic and Technical Skills (IATS)

IATS

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

The future True North Stars Consortium will be reviewing and aligning all integrated, technical and skill activities during FY22 in preparation for full merger.

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

Narrative 5: Special Populations (SP)

SP

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

East Range/True North Stars will continue to collaborate on identifying special populations (which includes the DEI project) subgroups throughout our region that need to be exposed to the incredible CTE opportunities and options in our area and throughout the country.

- **Expansion of the current EMPOWER Program to campuses across the Northeastern Higher Education District (NHED). (Mesabi Range expansion is being piloted during the 20-21 and 21-22 academic years. Expansion to additional campuses is targeted for the 22-23 academic year.)**
- **Increased engagement and planning to sustain long-term partnerships with area K-12 schools, deepening a pipeline for young women moving into these industries as evidenced by increased recruitment from area high schools by 20% using Hibbing's 2019 data as a benchmark.**
- **Increased retention of female students in nontraditional programs by 20% from year to year.**
- **Increased post-graduation related employment (and therefore higher wages) for women in this cohort by 20%**

The True North Stars will be working in FY22 on special populations using the *Reflective Approach to Equity in CTE- this was the model the state presented and trained consortium leaders in fall of 2020*

- **Gather Data- Merge all three consortia data into one set**
- **Identification of two special populations to focus on- analyze data**
- **Selection of evidence-based strategies- consortium will research and identify strategies**
- **Action Planning-Develop an action plan for the fiscal year, we will also host focus groups to review data, and discuss root causes**
- **Gather more data- Evaluate progress by reviewing data – FY23-24**

We include special populations with all of our events and activities. These begin in eighth grade with the CareerAdventure in most area high schools. Career counselors come into area high schools and deliver information regarding high skill, high wage and in-demand industry occupations as identified by our local needs assessment and DEED partners. The counselors educate students on joint career initiatives such as the 218 Trades Career Expo. Moving into the post-secondary level, Mesabi Range College hosts a fall open house for high school students on their Eveleth campus. The Careerforce center promotes and advertises this event. They do the same with the high school Skills and Knowledge Fair and program Boot Camps. Iron Range Engineering hosts the #W.E.BreakBarriers (Women in Engineering) overnight event at Mesabi Range College in January. These activities truly are partnerships because time, talent and money are expended from our Careerforce partners, local colleges and school districts and the East Range Partnership. Rainy River works with their CareerForce partners on events such as their Voyageur Career Expo and College Knowledge Night. Vermilion visits high schools not only regionally but also throughout the state to recruit all students which includes special populations. They also host academic journey meals.

During FY 19 we conducted CPIP Grant meetings which brought to light the need to begin focused and intentional career exploration activities as early as elementary school. In FY 20, the nursing students from the Mesabi Range College – Eveleth campus conducted a pilot service learning project that involved one elementary school coming to campus and nursing students traveling to another elementary school in another district to introduce fifth grade classes to health care occupations with "hands on" activities. Moving forward in FY 21-22, we would like to expand these visits and look at other potential programs doing similar events. This would be a great way to incorporate using Perkins dollars for career exploration at the elementary level.

The True North Star Consortium will continue to work with the newly identified special populations in Perkins V as we become aware of individual student situations. The East Range Consortium will continue to work with our local Careerforce center and Arrowhead Economic Opportunity Agency (AEOA) to identify these individuals knowing that we are only as good as the information these individuals supply us.

The True North Stars Consortia will commit and allocate funds to support non-traditional initiatives in collaboration with our local Career Force agencies. By working on non-traditional initiatives with workforce development, the hope would be to offer potential experiences for traditionally underserved populations. Potential areas include: females

and students of color in welding, females and students of color in construction trades, experiences in manufacturing and or allied health for homeless or in-transition populations.

Mesabi Range College continues to work with Steve Johnson from the Arrowhead Economic Opportunity Agency (AEOA) to serve as an advisor with adult education. During FY20 another full time tutor was added and it is the hope of the college to potentially add a third full time tutor. The relationship with AEOA has been beneficial for all parties involved. Mesabi Range College continues to create welcoming environments for all students to access academic help. Students are easily able to identify tutors for specific subject areas. Steve helps the students with areas outside of the academic realm including housing, food, transportation, child care, Head Start, job skills and community engagement. Steve is a major contributor to our Welcome Back Picnic for students. This event is held by the area churches. When the number of dislocated students/workers increases, the Northeast Office of Job Training is a presence on our campuses.

To support students in their technical degree programs, professional and peer tutoring services deliver one-on-one academic assistance, facilitate group study sessions, assist in mathematics or writing labs as requested, and provide faculty and advisors with feedback as common problems are identified for students in particular courses. Courses having a higher risk of student failure without support and/or there are no other alternative course selection options to fulfill degree major requirements, are a major focus for the Perkins-funded college lab assistants in the Academic Resource Center. These courses include all levels of mathematics, English, and sociology, in addition to humanities, history and political science. The Center maintains and shares lists by course and by tutor so students can more easily request tutoring support for the courses they need help with.

The Center provides a welcoming environment conducive to learning by not only providing tutoring and study tables, but also technology assistance with student log-ins to college network, email, Brightspace D2L, and eServices. Other supports provided to aid increased access and success for special populations and adult learners have been FAFSA completion, scholarship assistance, resume writing, and online job applications. By working collaboratively to provide strategic interventions encompassing tutors, faculty, advisors, disability services, and TRIO Student Support Services, students are more apt to overcome barriers and other difficulties while striving for academic achievement.

Rainy River Community College partners with Career Force on their campus. It provides support and career development for individuals who are beginning, advancing or changing their careers. It also helps employers attract, develop and retain talent. Adult Basic Education, also located on the RRCC campus, provides transition to college, career assessment, job seeking skills, GED preparation and work-based computer skills as well as reading/writing, math and spelling skills for English Language Learners.

Vermilion Community College's efforts to ensure access and success of special populations and non-traditional students in CTE are part of a comprehensive set of strategies that begin with having assigned advisors who assist their students in navigating their academic, career pathway to persist toward graduation in a timely manner. New incoming students, assigned to a faculty mentor from their career and technical program, meet individually and in small groups with this mentor regularly throughout their first, fall semester to build a sense of belonging and a strong start to their academic program.

Academic counseling staff, like all professionals, are expected to participate in continued education for licensing requirements. As a result of this continued training, the academic counseling staff keep abreast with new and growing issues and trends in secondary and post-secondary education. This training is a constant process in all areas of special populations from academics to mental health.

Virginia High School and ISD #2142 are using the co-teaching/push in model which allows special education students to remain in the regular classroom. They receive modified content in real time from their special education instructor who stays in the classroom.

All districts supply special education PERA's where and if needed. In some cases, a class may have two or three PARA's if needed.

Mesabi East High School is looking to start a graphic arts program (with program approval) that includes courses and a career track that would allow them to work towards a career in this field. This could be a model program for other districts.

The graphic arts field is mostly computer-based, which would appeal to many populations. Students who have physical disabilities would not be hindered in this field due to the ability to use assistive technology. Students could study the different areas of Graphic Arts, including working as a free-lance artist.

Students would be able to do community outreach projects to gain real-world experience working for a client and make connections with community members which may lead to future employment.

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

Narrative 6: Work-based Learning (WBL)

WBL

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes.

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

Narrative 7: Early College (EC)

EC

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes.

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

Narrative 8: Support to Professionals (STP)

STP

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

As identified in the CLNA the East Range/ True North Stars are collaborating on identifying secondary educators that are interested in pursuing or adding additional CTE licenses. The three consortia are identifying potential consultants to move this project forward.

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

Narrative 9: Performance Gaps (PG)

PG

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes.

Without knowing the data, we anticipate that our work will focus on Women in the trades through special populations with the partnership of Empower program and going forward as the True North Stars Consortium, new STEM Outreach Specialist at ICC.

The empower program goal is to support women interested in non-traditional careers like law enforcement, engineering, electrical maintenance, IT, Heating and cooling, manufacturing, construction automotive, diesel mechanics. Expansion of the current EMPOWER Program to campuses across the Northeastern Higher Education District (NHED). (Mesabi Range expansion is being piloted during the 20-21 and 21-22 academic years. Expansion to additional campuses is targeted for the 22-23 academic year.

- **Increased engagement and planning to sustain long-term partnerships with area K-12 schools, deepening a pipeline for young women moving into these industries as evidenced by increased recruitment from area high schools by 20% using Hibbing's 2019 data as a benchmark.**
- **Increased retention of female students in nontraditional programs by 20% from year to year.**
- **Increased post-graduation related employment (and therefore higher wages) for women in this cohort by 20%**

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

Narrative 10: Consortium Governance

Consortium Definition

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

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

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes. In FY22, the East Range Partnership will continue to exist in its present form as we complete the second year Perkins Grant. Based on the projected timeline, the East Range Partnership will overlap the transition of the new True North Stars board in January 2022. East Range Consortium Board FY21-22 July 1, 2021-June 30, 2022 True North Stars Consortium Board Anticipated start date January 3, 2022. They will oversee the completion of CLNA work and first two year grant submission (FY23) as True North Stars Perkins Consortium.

- **Establishing the new governance board (January 2022)**
- **Fiscal agent is established (Rockridge School District/Minnesota North College)**
- **Standard Operating Procedures (Fiscal and Audit Reporting)**
- **Combined Calendar**
- **Determine roles and responsibilities for the Governance Board**
- **Begin establishing coordinator roles and responsibilities**
- **Complete CLNA**

We are uniquely poised to combine our three consortia into a highly functional tri-consortium. The data driving this decision was the fact that two of our three consortium fell below the 1,000 FTE threshold defined by the state.

There is funding budgeted to accomplish the priorities listed above.

We will become one fully functioning consortia with a bringing together of vested parties throughout the region to enhance the culture of CTE. This merger brings many challenges but more importantly, many great opportunities.

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

Narrative 11: Reserve Funds (RF)

RF

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)(III); 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.

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes except new secondary pre-approved supply and equipment requests and career development initiatives by the East Range Consortium Board.

Fees and costs associated with program/professional development for consortia partners, supplies/equipment mini grants include -Items listed others items/areas TBD during grant cycle.

NEMOJT-Career Video Project, 218 Trades, Scrubs Camps etc

Business St. Louis Cty \$2,556 which includes the last year of Nettop Vision, online keyboarding and 2 laptop industry computers. Rock Ridge-\$3,338.74 which includes \$1,170 Industrial Vitaminix Blenders, \$999-Marketing Gets Digital Curriculum. Consortia will continue to support other districts with Business PA as needed or developed.

FCS with approved programs

Rock Ridge, \$1,000 for supplies

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Mesabi East- \$3,100-5 @\$620 Kitchen Aid Pro 600 mixers

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Manufacturing-

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Rock Ridge-\$6,500 Portable Spray booth- \$6,000 Miller xmt 450 and \$4,000 miller cst 280

Construction-

Rock Ridge: \$6,500 Portable Spray booth, \$2,000 Scaffolding feet wheels/planks

This is a partial list as all needs are not identified at this time. It should be noted that supplies/equipment requests could change as the consortium partners heavily with the Applied Learning Institute and their request cycle and fund availability does not align with Perkins. In the event ALI funds are available, items listed maybe reconsidered and evaluated to allow the best allocation of funds for current and growing Programs of Study.

Consortia will continue to support other districts with approved programs as needed or developed.

St. Louis Cty business program- Keyboarding Online is an upgrade that is needed for students to learn the alphabetic keyboard. The best option about this product is that students can access it at any time, from school to home. Our current program is a program only available at school. I see this program as a step in the current world, working online. Netop Vision - This is a software program with so many benefits for teachers and students. It will allow students to view my computer screen as we are learning new skills. The software also allows for the teacher to remote control the students screen when they need a personal demonstration of a skill. Students can communicate, "chat", with the teacher via the software program. I believe the students will gain knowledge and skills from this software, which will allow them to be better prepared for jobs in the future. Learning software such as this will transfer to other programs. LAPTOPS - The last time laptops were purchased through Perkins was 2017-2018, which was two Dell laptops. Prior to this purchase three laptops were purchased in 2011-2012. The laptops need to be upgraded. The laptops are for students' use during the course of a day. Students need to be able to continue working on assignments, portfolios, etc. The laptops have been a huge asset to our business/vocational program. Students gaining more experience in another form of technology will only further their knowledge for working in the business field. Business and industry today allow employees to have laptops and work from home. Students should have the same experiences as they prepare for future employment. This software will not run on the ordinary computers/lpads provided by the school. These laptops will allow the students to access this software which is specifically used for this business program and aligns to the Business Operations Management program offered at Mesabi Range College.

The East Range Partnership has a multi-level process to determine funding for all secondary Approved Programs and CTE Career Exploration requests. **Staff submit requests in March, coordinator collates them for review by all consortia principals for review, discussion, prioritizing, funding, reducing funding or recommending not to fund, recommend a different funding source and approval.** This year it was a three-hour zoom meeting to review all of the Perkins requests, giving each ample time for discussion. The final recommendations from principals is then presented to the full East Range Partnership for their approval and written into the Perkins application. This process has been in place for over 20 years and creates a very good forum for dialoged where it fits into a district program, aligns with Perkins or other initiatives like the Applied Learning Institute.

Each year other requests arise during the course of the year. These are either presented at regular board meetings or via zoom or email for approval.

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

Workforce Center Collaboration

Enter Workforce Center contributions for year two of the application.

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	\$5,000.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$15,000.00
Postsecondary Subtotal	\$20,000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$20,000.00
Secondary Subtotal	\$25,000.00
TOTAL	\$45,000.00

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

Perkins-Funded Positions

Enter changes to Perkins Funded Positions for year-two of the application. Upload position descriptions for added personnel. Explain changes in personnel funding under the appropriate narrative item.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Matt Jarva	Academic Advisor	Postsecondary		20%	\$15,985.40
Charlene Norlander	Academic Advisor	Postsecondary		20%	\$18,278.40
Chris Vito	Perkins Coordinator	Postsecondary		50%	\$38,000.00
Shannon Malovrh	Perkins Coordinator	Secondary		67%	\$59,872.00
Sabrina Skeens	Counselor/Academic Advisor	Postsecondary		50%	\$38,540.00
Michelle Zupancich	CTE/Perkins Coordinator	Postsecondary		25%	\$9,319.22
Richard Larson	Instructor	Postsecondary		10%	\$6,923.08
Jeannette Cox	Instructor	Postsecondary		10%	\$5,466.54

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

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

Position Description

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Position Description

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Position Description

Additional Documentation

Additional documentation may be uploaded here.

Statements of Assurances (Attached as one large PDF file):

FY22 Rock Ridge Signature Page

Secondary Supplemental Budget:

Perkins FY22 Updat1

Consortium Consolidated Equipment Inventory

FY21 scanned inventory 5-3-21

Additional Material

EAST RANGE Secondary-Supplemental-Budget-Amplifund-Worksheet FY21-22 Second-Year

Additional Material

Copy of East Range Programs of Study

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

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

Budget

Proposed Budget Summary

Expense Budget

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
Secondary CTE Instructors/stipends/subs	\$4,105.31	\$4,105.31
Subtotal	\$4,105.31	\$4,105.31
H) Narrative 8: Support to Professionals		
CTE Licensure/Approved Program	\$2,000.00	\$2,000.00
CTE teaching resources	\$300.00	\$300.00
Memberships	\$700.00	\$700.00
Professional Development	\$8,000.00	\$8,000.00
Subtotal	\$11,000.00	\$11,000.00
J) Narrative 10: Consortium Governance		
Consortia Alignment	\$1,100.00	\$1,100.00
Postsecondary Non-Personnel	\$11,297.19	\$11,297.19
Postsecondary Personnel	\$101,209.31	\$101,209.31
Secondary Admin Fee	\$3,085.95	\$3,085.95
Secondary Personnel	\$59,872.00	\$59,872.00
Subtotal	\$176,564.45	\$176,564.45
K) Narrative 11: Reserve Funds		
Career Force	\$2,500.00	\$2,500.00
Postsecondary Non-personnel	\$12,014.39	\$12,014.39
Postsecondary Personnel	\$46,111.53	\$46,111.53
Professional Development	\$12,700.00	\$12,700.00
Secondary Admin Fee	\$2,244.46	\$2,244.46
Supplies & Equipment for instructors teaching in CTE Approved Programs	\$36,652.68	\$36,652.68
Subtotal	\$112,223.06	\$112,223.06
Total Proposed Cost	\$303,892.82	\$303,892.82

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		

	Grant Funded	Total Budgeted
Award Requested	\$303,892.82	\$303,892.82
Subtotal	\$303,892.82	\$303,892.82
Total Proposed Revenue	\$303,892.82	\$303,892.82

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)

Secondary CTE Instructors/stipends/subs

Perkins CTE instructors stipend and/or sub reimbursement Professional development for CTE licensure and Program Approval, CLNA, training- continuation/expansion of CTE East Range/True North programs, Mini grants, career travel

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)

Professional Development

Professional Development in state/outstate travel, consortia meetings, ACTE, CTE Works, MACTA, CTE staff PD support

CTE teaching resources

CTE staff resources, manual/books

Memberships

Membership fees ACTE, MACTA, Chamber etc

CTE Licensure/Approved Program

Funds to support licensure and program approval expansion projects.

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 Non-Personnel

The non-personnel funds will be used for equipment purchases, marketing and on-campus events designed to promote our CTE programs to the public including special populations.

Postsecondary Personnel

Staff positions to support CTE.

Secondary Admin Fee

Secondary admin fee 4%

Secondary Personnel

Secondary CTE coordination and administration

Consortia Alignment

Consortia Alignment-Coordination office maintenance, postage, technology, meeting expenses, etc

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 Personnel

Staff to support CTE.

Postsecondary Non-personnel

The non-personnel funds will be used for equipment purchases, marketing and on-campus events designed to promote our CTE programs to the public including special populations.

Supplies & Equipment for instructors teaching in CTE Approved Programs

Supplies and equipment to support CTE approved programs

Professional Development

Professional development for CTE licensure and Program Approval, CLNA, training- continuation/expansion of CTE East Range/True North programs, Mini grants, career travel

Career Force

Business and Industry Collaboration of Career Video project

Secondary Admin Fee

Secondary Admin Fee