



FY20 Northeast Metro Consortium

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

Submitted by Herbert King

Submitted on 05/14/2019 1:01 PM Central Standard Time

## Opportunity Details

### Opportunity Information

**TITLE**

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

**DESCRIPTION**

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.

**FUND ACTIVITY CATEGORY**

Education

**OPPORTUNITY MANAGER**

Jeralyn Jargo

**OPPORTUNITY POSTED DATES**

3/7/2019 5:00:00 AM

**FUNDING OPPORTUNITY NUMBER**

July2019

**CFDA NUMBER**

84.048A

**PUBLIC LINK**

<https://www.gotomygrants.com/Public/Opportunities/details/133af0b6-11c1-48e9-b759-9aaba9666e2c>

**IS PUBLISHED**

Yes

### Award Information

**AWARD PERIOD**

07/01/2019 - 06/30/2020

**EXPECTED NUMBER OF AWARDS**

26

**MATCHING REQUIREMENT**

No

### Submission Information

**SUBMISSION WINDOW**

03/13/2019 8:00 PM - 05/16/2019 7:00 PM Central Standard Time

**SUBMISSION TIMELINE TYPE**

One-Time

## SUBMISSION TIMELINE ADDITIONAL INFORMATION

If, due to extenuating circumstances, you are unable to meet the May 16 deadline for submission, contact the State Director at 651-201-1650

## 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

<http://www.minnstate.edu/system/cte/index.html>

### ADDITIONAL INFORMATION URL DESCRIPTION

Minnesota State Colleges and Universities Career and Technical Education

## Project Information

### Application Information

APPLICATION NAME

FY20 Northeast Metro Consortium

TOTAL AMOUNT OF AWARD REQUESTED

\$1,317,167.04

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## Project Description

### Summary Narrative

REFER TO YOUR FY19, SUMMARY NARRATIVES PARTS ONE AND TWO IN ANSWERING THE FOLLOWING QUESTIONS:

1) HOW DOES YOUR CONSORTIUM APPLICATION PROPOSE TO USE YOUR LOCAL NEEDS ASSESSMENT TO SUPPORT THE CAREER AND TECHNICAL PROGRAMS SELECTED?

As we work to put our official needs assessment in place, our secondary school districts are collecting feedback and data to help inform our application and identify gaps. Additional plans are in place to conduct student (middle school and 12th grade) and parent(s)/guardian surveys in the fall of 2019 and 2020. Mounds View and District #622 will pilot the 8<sup>th</sup> grade survey this spring. The surveys are based on the research and report by ACTE and written with input from all 16 school districts. Knowing we are missing these two stakeholder groups it's important to begin this process. Data is also missing from our business community so a plan has begun to address this gap during the upcoming school year.

#### Secondary Needs Assessment will include feedback from:

- Perkins Leadership Meetings- bimonthly
- Program of Study submissions (feedback/recommendations from MDE)
- Employment Data Trends – semester updates from DEED
- Early Credit Opportunities with post-secondary partner(s) data
- Collection of bilingual career and college readiness materials including transitions from secondary-postsecondary
- Feedback from high school pathway course alignments- current and future projections
- Feedback from administrative leaders during learning symposiums 2018 & 2019
- RFP process- schools identify their building needs
- Identify new (1-5 years) CTE teachers and who needs a field added through portfolio
- Monthly meetings with Washington County Workforce

#### Post-Secondary Needs Assessment

- Using Perkins performance indicators, hold data informed conversations with targeted <10 departments, identify related supports relative to targeting improvement in benchmark performance areas of deficit.
- Collaborate with Deans to identify innovation priorities aligned with Century College strategic plan
- Work across student affairs to identify Perkins eligible innovations aligned with Century College strategic plan
- Review program budgets and department work plans to determine Perkins alignment
- Collect feedback from Deans related to program priorities. i.e. Support for implementation of Tool for Schools
- Query Program Faculty to identify program level innovations

At Century the needs assessment process identified several gaps related to supporting student transitions, services for adult learners and the need to build an infrastructure designed to support internships and work-based learning. In addition, several curriculum innovation needs were identified. These planned curricular innovations support high wage, high demand local employer needs.

The needs assessment process also identified gaps in standards aligned curriculum between high school CTE programs and Century College programs. Specifically, high school courses in the areas of Information Technology, Computer Science, and Visual Communication Technology at the high school are not aligned with standards, relative to Century College CTE programs. Gaps exist in professional development connections between college faculty and high school teachers.

#### Consortia needs assessment for the FY20 plan

- The consortia leadership held a series of three district level meetings to establish current state and future needs related to each district career pathways implementation. Results will inform Perkins grant May 15, 2019.
- Via a series of 4 articulation meetings (by pathway) assess gaps in- understanding related to articulation agreements, supports needed related to redeeming articulation agreements, articulation alignment with existing college programs
- Surveys from secondary CTE teachers related to gaps and understanding in career programs
- ABE/Workforce – regional needs assessment related to access across the NE Metro Service region
- Ongoing, individual district planning meetings held throughout the school year

Results of consortia wide needs assessment identified the need to support districts with comprehensive planning and professional development related to career pathways. In addition, professional development related to early college credit (concurrent and articulations) were identified as a consortium wide professional development need.

Needs assessment across the East Metro ABE Service Collaborative identified the need to expand partnership strategies beyond campus visits, to include career pathways designed to tie together entry level training with college programs and support career exposure and exploration.

At the consortia level, teachers and faculty expressed interest in deepening their knowledge and classroom practices using research-based student engagement strategies. Teachers and faculty were surveyed to discover their interest in increasing classroom branding and scaling their implementation of the 'career tree' student engagement methodology. Program faculty, high school teachers in both concurrent enrollment and courses with articulated credit agreements expressed interest in this methodology.

Collaboratively, secondary and postsecondary are addressing access and equity by continuing to support (Perkins IV definition) non-traditional populations in education, IT and LE. Secondary and post-secondary will gather data based on the updated non-traditional Perkins V categories. The NE Metro Consortium will identify needs based on the new definition to assess gaps, strengths and challenges related to access and equity that inform the Perkins 2020-2023 plan.

In response to our current needs assessment, and based on feedback from joint consortia professional development offered during 19-20, the NE Perkins Consortia will continue to collaboratively address professional development needs. Topics planned for joint professional development include; career and college readiness, pathway planning, early college credit Tools for Schools career tree implementation and local employment trends. Consortium wide academic pathway planning will continue with an emphasis on alignment to Century College programs and industry credentials including industry certifications and entry-level credentials.

The RFP application process is in place to request secondary and post-secondary funds to inform spending priorities. RFP's provide CTE teachers, leaders, and program level opportunities to identify relevant priorities. RFP's are used to request to support for professional development, student organizations, innovation (equipment and technology), new program development, updating secondary curriculum to meet the qualifications for early college credit, supporting equity based curriculum and instructional strategies and partnerships with business and industry. Each request must align with an approved program of study at the secondary and post-secondary level. At the secondary and post-secondary levels, each request aligns with institutional priorities and strategic goals.

## 2) HOW DOES YOUR CONSORTIUM APPLICATION REFLECT THE INCREASED ATTENTION ON RECRUITMENT AND RETENTION OF TEACHERS?

While secondary schools were completing their program of study applications, districts identified new CTE teachers (1-5 years of experience) along with tier 4 licensed teachers who need to add a field in order to become a licensed CTE teacher. As these teachers are identified, our secondary and postsecondary Perkins Coordinators are working with districts to begin the work to become licensed in the CTE field. NE Metro Perkins leaders are working with our secondary Perkins leader to identify CTE staffing opportunities, create a licensure plan for the upcoming school year, support each district with yearlong portfolios and meet with local business offices. New secondary CTE teachers will be encouraged to attend new teacher trainings at MDE as well as identify a consortium mentor if they are a singleton in their high school.

Century program faculty in Visual Communication and Computer Science/Information Technology have identified professional development events that are designed to deepen content knowledge and curricular alignment to industry demands. Other opportunities across the consortia include professional development and summer externships in partnership with the White Bear lake Chamber of Commerce.

## 3) IF YOUR CONSORTIUM IS PROPOSING MAJOR CHANGES TO YOUR FY19 SUMMARY PART ONE OR TWO IDENTIFY THE QUESTION WHOSE RESPONSE YOU ARE CHANGING AND DESCRIBE THE CHANGE BELOW.

Summary #1- No significant change

Summary #2-No significant change

COMMENTS FOR REVIEWER

## Goal 1: Designing and Implementing Programs of Study

**DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V. IN ADDITION, DOCUMENT YOUR PROGRESS AND PLANS ON DESIGNING, IMPLEMENTING, AND IMPROVING YOUR PROGRAM OF STUDY (POS). PROGRESS AND PLANS SHOULD INCLUDE PROVIDING PROFESSIONAL DEVELOPMENT, INITIATING LOCAL NEEDS ASSESSMENT, TECHNICAL SKILL ASSESSMENTS (TSAS) AND/OR INDUSTRY RECOGNIZED CREDENTIALS.**

**THE CONSORTIUM MUST BALANCE THE LOCAL NEEDS ASSESSMENT AND THE EXPECTATION THAT ALL LEARNERS HAVE EQUITABLE ACCESS TO CAREER OPPORTUNITIES.**

**THE GOAL BY 2022-2023 LOCAL APPLICATION IS TO HAVE EACH CONSORTIUM PROVIDE OPPORTUNITIES-POS- IN ALL SIX CAREER FIELDS. POS IS DEFINED AS "COORDINATED NONDUPLICATIVE SEQUENCE OF ACADEMIC AND TECHNICAL CONTENT AT THE SECONDARY TO POSTSECONDARY LEVEL."**

**RESOURCE: PERKINS V SECTION 3 (41). AGAIN, THE SEQUENCE MUST INCLUDE BOTH THE SECONDARY AND THE POSTSECONDARY CONTENT.**

### GOAL 1:

The consortia will continue to support the growth and development of the state approved programs of study that were approved during the 2018-2019 school year. While there are many strong program of studies throughout the consortium these are the seven that have been identified that have strong course sequencing from secondary to post secondary, local employment data supports the need and offer students industry recognized credentials and early credit.

- EMR/EMT
- Law Enforcement
- Health Sciences Technology- Nursing
- Information Technology- Computer Networking
- Education
- Marketing Management
- STEM

To address the Perkins requirement of having opportunities in all six-career fields, by the year 2023, our consortium will work in partnership with the Minnesota State Colleges and Universities Agriculture Center of Excellence. Together we will identify possible pathways, design a sequence of courses and partner with college leadership to explore the development of college programs across the Agriculture, Food and Natural Resource pathway.

The Consortia introduced the Association for Career and Technical Education's quality framework "High Quality CTE" during Fy19. The consortia will lead efforts to evaluate programs of study against the framework in FY20. This will require collaborative efforts from local secondary and postsecondary CTE teachers and faculty and advisory members. A focus will be on ensuring access and equity, standards alignment, integrated curriculum, sequencing of courses and includes early college credit. This work represents three of the eleven elements of the ACTE quality framework.

One planned strategy to address student engagement in CTE programs is the use of the research based "Tools for Schools" programming. The results of our faculty & teacher survey indicated an interest in deepening the classroom level implementation of these strategies.

The consortia is planning a professional development session, with Mark Perna, Tools for Schools in August. This event is designed to support the implementation of the Career Tree work in classrooms that offer both concurrent and articulated credit. Century College faculty will also be invited to participate. The professional development model includes implementation resources and ongoing support during the 2019-2020 school year.

In addition, the consortia will explore and pilot industry credentials as required in Perkins V language in each of the approved programs of study.

At the secondary level, our consortium will utilize feedback provided from the Minnesota Department of Education to improve all programs of study in the following ways;

- Embedding student leadership development in the program (adding CTSO and competitions)

- Embedding regular, intentional opportunities for career exploration and preparation in each program including middle schools and counselors
- Aligning course content to Minnesota Frameworks (with opportunities for TSA and/or articulated credit alignment)
- Membership for, and effective feedback from, program Advisory Committees
- Yearly new CTE Teacher updates and support adding additional fields to licenses
- Following up on recommended syllabus elements to consider including within future CTE course syllabi
- Utilize the CTE Program Improvement Rubric as a tool teachers may utilize in Professional Learning Communities (PLC) or district program evaluations to gauge growth and development of their programs
- Updating and aligning course titles and codes with Table C
- Aligning sequence of classes from secondary to post-secondary including early learning opportunities
- Increasing work based learning for general education students
- Support work based learning throughout the consortium with yearlong professional learning opportunities
- Monitoring career pathways based on current and predicted employment trends in our communities

COMMENTS FOR REVIEWER



## Goal 2: Partner with business industry, and local communities

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**
- **EXAMPLES SHOULD INCLUDE, ADVISORY COMMITTEES, PARTNERSHIPS WITH ADULT BASIC EDUCATION (ABE), BUSINESS AND INDUSTRY, WORKFORCE CENTERS, AND CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSOS).**
- **EXPERIENTIAL LEARNING AND FORMAL WORK-BASED LEARNING EXPERIENCES WITH BUSINESS AND INDUSTRY SHOULD BE DOCUMENTED.**

### GOAL 2:

Secondary partnerships are expanding to our local chambers of commerce. This past year meetings and events were planned with the White Bear Chamber of Commerce including teacher summer externships. During the 2019-2020 school year there will be two consortium wide learning events inviting every cities chamber of commerce, school administrators and CTE staff. Involvement from the Washington County Workforce is increasing from a participant to a joint collaborator focusing on the development of our counties youth. During FY 20 secondary and postsecondary will jointly work together with our county Workforce Development agencies focusing on nontraditional student opportunities.

Secondary programs of study who did not have a student organization are in their first or second year, adding a student organization or a club such as Girls in Auto, Supermileage and Engineering Club. We have two new DECA and one BPA groups which we're excited to support. Skills USA is being promoted during our work based learning meetings with hopes of expanding student leadership opportunities. Our consultant, Laurie McKenzie, led our spring WBL meeting which will followed by a three part series next year bringing together all of our WBL teachers in our consortium. Laurie will continue to be a resource to schools focusing on adding, expanding and improving this opportunity.

Perkins leaders strongly recommended to continue using Perkins funds to support our student organizations and clubs. The leadership skills developed by students is evident at local, state and national competitions. Many of our advisors are also able to coordinate work based learning opportunities. Some of our local DECA and BPA are either operating or adding a school business to support students who may need support with career and work skills due to transportation and out of school commitments. Our consortium is fully committed to support and encourage school based businesses. As we move to Perkins V, we know the importance of providing career and college readiness experiences which includes field trips, speakers, internships, mentoring and work based learning while they are at school. Our schools are focusing on increasing CTSO enrollment by recruiting a more diverse and inclusive student body.

At the secondary level, school district leaders in conjunction with their CTE teachers are developing advisory committees. Mounds View is leading the way with their new district led advisory meetings as we work to encourage our high schools to work together to create a strong business partner advisory models in each district. Our secondary Perkins Coordinator has met and will continue to meet with districts to support them in planning a successful advisory model for their district. Advisory boards play an important role in pathway development and sustainability at our high schools. Our secondary Perkins coordinator will work with our post-secondary Perkins coordinator to ensure our secondary high school partners are participating at Century's advisory meetings and vice versa ensure faculty are attending our partnering high schools meetings.

At the post-secondary level, advisories continue to include a broad representation of business, industry and k12 partners. During the FY20 grant cycle, Century will be developing a five-year strategic plan. Program advisory committees will inform the college strategic plan. Century College will continue to support faculty by offering professional development specific to running advisory meetings, implementing suggestions from advisory groups and deepening industry connections.

The use of technical skill assessments is moving to industry certifications in Perkins V. TSA's provide data to our CTE teachers to ensure they all meet the rigorous academic standards. Certifications such as OSHA 10, ServSafe, ProStart, EMT/EMR, ASE are just a sample of the certifications that students complete and take with them. Certifications provide staff with data on having a rigorous curriculum and provides students with an important certification that is accepted at postsecondary and employers around the country. Business partners have a wide range of employability credentials and the Fy20 year will gather more feedback from partners around our consortium as we work to support the center of the career wheel and identify a strong certification our business community supports.

The college self study identified the need to address gaps in the existing infrastructure to support paid internship development and placement across career and technical programs at Century. As a transition year project, the college will identify a sustainable infrastructure model to support paid internship identification, placement and evaluation. This work will include working with employers to develop and expand paid work based learning/internship opportunities. Partnership focus is the development of internship in the Northeast and Eastern Metro through the Vadnais Heights Economic Development Corporation (VHEDC).

### Access and Equity in the adult population

The entry points for adults to access education and workforce training vary widely across agencies in the East metro. The education and workforce training offered lacks a cohesive, multi-agency vision, designed to align educational offerings from

entry points in ABE and Career Force, through an easily understood sequence designed to support clients from entry through higher education.

In the spring of 2019 Century College, Ramsey County Workforce Solutions, Minnesota State IT Center of Excellence, Metro East Adult Education and Transcend IT committed to work together to align their efforts and create a working draft of an Information Technology pathway document. The document provides a visual with multiple career focused entry points that includes community agencies that provide entry-level work force education and training. The visual will serve as an advising tool designed to support clients in understanding and accessing education and training in the east metro region, by pathway. This is part of a broader comprehensive regional plan that is outlined below.

**.Perkins: Special Populations Initiative**

**East Metro Service Collaborative Regional Plan**

As identified in the consortia needs assessment process, the consortia will pilot continuum of service support across the Eastern metro region. The NE Perkins Consortia and ABE/Workforce Partners will pilot a multi-point plan designed to support transitions from entry point to post-secondary pathways. The primary elements include; onsite college admissions visits (career information), career program exposure, aligned field specific pathways materials and curricula designed to build client skills and abilities in behaviors and mindsets aligned with post-secondary success.

These strategies are designed to address Perkins Special Populations; displaced workers, first generation students, English language learners, Minnesota Family Investment Program participants and Supplemental Nutrition Assistant Program participants. The comprehensive approach represent an organized system of career guidance and academic counseling & post-secondary program information

The proposed East Metro Service Collaborative Regional plan elements and primary outcomes are identified below.

**East Metro ABE Service Collaborative North East Metro Consortia Plan**

<b>Element</b>	<b>Lead Department(s)</b>	<b>Outcomes</b>	<b>Schedule</b>
Admissions onsite visits	Admissions Department	Provide onsite visits designed to familiarize potential students with Century offerings	Quarterly, arranges w/agency partners
Career Program Exposure	Rotating Century departments will host onsite program specific outreach	Increase client knowledge related to career fields and aligned programs	Quarterly
Pilot IT Aligned Pathways visual	Partnerships, Metro East ABE/NSP CareerForce	Pilot the IT career pathways visual, designed to align entry point education through college programs in specific career fields	Pilot Finalize development of Visual (July) Conduct staff training using visual (Fall) Collect feedback regarding implementation (Spring)
College Confidence Curricula	Metro East ABE & Century College counseling & student affairs	Clients will explore resources designed to build skills, mindsets and behaviors that align with college expectations	ABE will identify and deploy curricula Information gathering & curricular refinement (July-October) Roll out and pilot (Nov – Feb) Gather user data & evaluate (late Spring)
Career Confidence Curricula	Metro East Adult Education/NSP CareerForce	Clients will explore resources designed to build skills, mindsets and behaviors that support career exploration	ABE will identify and deploy curricula Information gathering & curricular refinement (July-October) Roll out and pilot (Nov – Feb) Gather user data & evaluate (late Spring)

COMMENTS FOR REVIEWER

### Goal 3: Improve Service to Special Populations

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V NOTING THE NEW CATEGORIES OF SPECIAL POPULATIONS.**
- **IN ADDITION, DOCUMENT YOUR STRATEGIES TO ENSURE ACCESS AND SUCCESS OF NONTRADITIONAL AND SPECIAL POPULATES IN CTE.**
- **EXAMPLES SHOULD INCLUDE PROFESSIONAL DEVELOPMENT AROUND CAREER ADVISEMENT, CULTURALLY COMPETENT CURRICULUM REVISIONS, AND OUTREACH EFFORTS TO RECRUIT AND RETAIN SPECIAL POPULATIONS OF STUDENTS.**

#### RESOURCE: PERKINS V SECTION 3 (48)

**SPECIAL POPULATIONS: INDIVIDUALS WITH DISABILITIES, ECONOMICALLY DISADVANTAGED INCLUDING LOW INCOME YOUTH AND ADULTS, INDIVIDUALS PREPARING FOR NON-TRADITIONAL FIELDS, SINGLE PARENTS INCLUDING SINGLE PREGNANT WOMEN, OUT OF WORKFORCE INDIVIDUALS, ENGLISH LEARNERS, HOMELESS INDIVIDUALS, YOUTH WHO ARE IN OR HAVE AGED OUT OF FOSTER CARE SYSTEM, YOUTH WITH A PARENT WHO IS A MEMBER OF THE ARMED FORCES AND IS ON ACTIVE DUTY.**

#### GOAL 3:

The strategies that were part of our FY 19 plan will continue during our transition year. The strategies focus on supporting program of study concentrators, by gender in nontraditional fields as we analyze new special population data during Fy20. Consortium wide professional development is planned throughout the year focusing on career and college readiness. This PD will include further work on career trees, career advising at high school and college, career pathways, pathway brochures for students and families and CTE benefits for families.

During the college needs assessment process, gaps in services to adult students were identified. The college will undertake self-study designed to identify priorities and align services for adult students with effective practice model promoted by nationally recognized leaders like the Council for Adult and Experiential Learning, CAEL.

At the postsecondary level, Century continues to work with secondary partners to build academic pathways that align to specific Century program awards. This alignment supports student transitions. When early credit is included the early credit strategy work to shorten the time to completion. At the secondary level, the student advising tools and **transition resources** will focus on new communications designed to reach nontraditional (Perkins V definition) secondary students.

Benchmark driven program specific nontraditional recruitment will continue for Business, ITT/CVF and Law Enforcement/Criminal Justice

- LE recruiting events for women and candidates of color
- ITT/CVF will continue their work with secondary educators to align high school courses to college academic pathways
- Secondary Business programs will expand their curriculum plan to address a broader sector Business Careers. Business career integration on the secondary side will highlight business career opportunities in the following career fields: Health Science, STEM, Transportation, Agriculture, Forestry and Natural Resources occupations in the metro area to recruit business teachers to these fields.

**Secondary Perkins Coordinator** will gather data from submitted Perkins files in September/October around student enrollment in CTE classes. Data will be used as part of our needs assessment to identify current reality reflective of the updated Perkins V special population definition. Data “clean up” will take place during FY20.

- **Secondary and postsecondary will explore offering professional development training aligned with the principals of AVID for CTE teachers.** This will be offered through Jen Babiash, Perkins Leader from White Bear Lake School District. **(AVID CTE STRAND)**
- School districts will share their districts CTE special population data with their equity and bi-cultural liaisons
- As an access and equity strategy, post-secondary Perkins will integrate training designed to familiarize staff in Educational Talent Search, Upward Bound at the college and college staff in secondary placements with school specific early credit opportunities and academy pathway design in home high schools.
- The consortia will bring together high school counselors and college and career readiness staff to update them on Perkins V benchmarks and consortia efforts to address access and equity in CTE and early college credit.

Post-secondary access and inclusion services have identified gaps in service deliver that impact transition supports needed for Perkins special population students who are transitioning from secondary to post-secondary educational settings. The work will include outreach to secondary counselors and inclusion support staff and result in the identification and initial implementation of a sustainable post-secondary model for outreach designed to support student transitions. This model will be designed and implemented to support equal access for special populations in CTE courses and programs.

- **Use the Reimagining Minnesota State resources to** reflect on nontraditional student data/participation and identify new equity strategies across the consortium
- To address a continuum of workforce needs, 916 and Century are working to eliminate barriers by exploring pathways that are accessible to students in special education in construction and manufacturing



COMMENTS FOR REVIEWER

## Goal 4: Continuum of Service Provision for Enabling Student Transitions

**DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**

**EXAMPLES SHOULD INCLUDE EARLY COLLEGE CREDIT OPPORTUNITIES, ARTICULATION AGREEMENTS, CAREER AND COLLEGE READINESS ACTIVITIES, TRANSITION OF ADULT LEARNERS INTO THE WORKFORCE, AND BROKERING WITH OTHER CONSORTIA.**

GOAL 4:

### Goal 4.3

The North East Metro Consortia will continue a broad range of service provisions for enabling student transitions.

Among the early credit strategies are credit for prior learning, courses with articulated credit agreements and courses offered via the Concurrent Enrollment program.

Professional development sessions and district level planning events focused on use statistics of credits awarded via articulation, and their use by students. Gaps exist between credits earned and credits claimed. In FY 19, the Century DARS office began tracking credit use by teacher by high school. Focused teacher professional development occurred in FY19 and will continue in FY 20. At the consortia level, NE Metro provided district support to identify the most effective early credit strategies and support to design district level supports for student use of credits. This focus will continue in FY20.

The College in the High School or CitHS program at Century is aligning operations with National Association of Concurrent Enrollment accreditation standards, sufficient to apply for accreditation in late summer 2019. The program continues to focus on college credit in career and technical courses in partnership with consortium high schools CTE programs, and reflective of the early credit needs in area high schools. Adequate credentialing of high school teachers in specific Minnesota State credential fields continues to be a partnership expansion challenge. Century College continues to support districts at the planning levels, by identifying credentials needed by course, and pre review of potential teacher applicants. The program also generates course level student success comparisons, which allows Century to provide specific student success focused technical assistance.

Century College continues to gather program input from a legislatively mandated program advisory, student end of course evaluation and teacher feedback. A partnership survey is used to gather high level feedback relative to the partnership efforts at the college.

In addition, Century continues to build seamless transfer opportunities from two-year programs to Universities. The Minnesota State transfer pathway work has enabled college programs to realign coursework to support seamless transfer. This work has reduced the number of individual articulation agreements with four-year colleges needed to support student transitions.

Goal 4.5 Support students in newly emerging career pathway model of advising. The holistic advising model has been implemented across pathways at the college. In the FY20 Perkins grant the college has phased out funding support for the salary of two advisors.

- Secondary schools will continue to focus on increasing the number of career and technical education courses in our high schools aligned with college programs, as a strategy to increase early learning credit opportunities (articulation, concurrent and industry certifications)
- Post-secondary will continue to provide Century branding in all early credit classrooms
- Improve Secondary career pathway visuals including the design of course catalogs, posters and other communication that is shared with parents, students and community members
- 916 Career and Tech center maintains a Career and College Readiness position that works to support student transitions from 916 to employer and post-secondary placement. This transition position is supported at area high schools as they shift to student-centered support.

COMMENTS FOR REVIEWER

## Goal 5: Consortium Governance

**DESCRIBE YOUR CONSORTIUM'S CONFIGURATION, SYSTEMS, AND OPERATIONS. PUTTING STUDENTS' NEEDS FIRST, WHAT ACTIONS WILL YOU TAKE DURING THE TRANSITION YEAR TO ADDRESS THE 2020 CONSORTIA CRITERIA?**

**BE BOLD, INNOVATIVE, AND FOCUSED ON CONTINUOUS IMPROVEMENT AND PROVIDING EQUITABLE ACCESS.**

**IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**

- **IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**
- **MINIMUM OF ONE SCHOOL DISTRICT + ONE 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 MOST RECENT DATA YEAR) OR GREATER THAN 1800 FYE AT THE POSTSECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR)**

### GOAL 5:

NE Metro Consortium serves 15,495 secondary students and 9,861 postsecondary at Century College.

The secondary grant coordinator and career and college readiness will continue as consortia collaborative-partnered positions. Post-secondary uses reserve and other funds to support collaborative positions, which total 50% of the secondary career, and college readiness position and 43% of secondary coordinator. The secondary partner works closely with area high schools to align pathways and early college credit to Century College and brokers when needed. The consortium as a whole benefits from the collaborative positions by creating relationships to design courses and pathways that lead to college credit, build relationships between high school staff and faculty with joint professional development, aligning program of studies strategic planning with colleges and high schools and leveraging innovation and change with administrative leadership teams. The big shift from individual school curriculum to high wage in demand career pathways, aligned with secondary program requires that a secondary embedded expert provide targeted support and education to facilitate the integration of the career pathways model. This requires work with high level district and school leaders to facilitate organizational change, working with secondary data and targeted teacher professional development.

Secondary Perkins coordinator attends local, statewide and national CTE conferences. These experiences are shared and incorporated into our professional learning. Professional learning happens at every single Perkins meeting which are held every 6-8 weeks. Attendance is required from each district. Secondary high schools will continue to utilize the RFP process, which our secondary administrative assistant manages and communicates with applicants. School districts are also required to submit a mid-year and end-of-year reimbursement with our administrative assistant completes with our fiscal agent. Our Perkins staff support career and college readiness specialists and organize a series of student facing transition events that focus on required steps needed as they get ready to graduate.

The Career and College specialist works with Century College to recruit faculty guest speakers, organize tours, plan event content, and 916 CTC to organize these events. The position also coordinates all secondary and postsecondary technical skill assessment and industry certifications. This position also collaborated with teachers and faculty to identify and pilot new TSA's and credentials. The position performs results focused data collection and conferences with teachers and faculty to discuss validity and related curricular changes.

In an effort to create a shared vision of Career Pathway implementation that align across secondary and post-secondary, the Consortia is sponsoring an October, field trip to Rockford, Illinois. The purpose of this trip is to provide hands on opportunity to visit a nationally accredited high school with:

- • career academies that contain early college credit aligned to local higher education programs
- • strong industry partnerships
- • career pathways aligned to local industry needs
- • strong transition support to area higher education programs

The visit will enable the consortia to identify components of an effective career pathways model and identify strategies for districts to effectively address barriers to build programs of study. District level planners, teachers and higher education faculty will be invited to attend.



## 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

	<b>Total(s)</b>
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with workforce Centers</b>	
<b>Postsecondary Subtotal</b>	
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	0.00
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	6,000.00
<b>Secondary Subtotal</b>	
<b>TOTAL</b>	<b>6,000</b>

COMMENTS FOR REVIEWER



**Perkins Funded Positions**

**THIS SECTION ONLY REQUIRES THAT YOU PROVIDE NAMES AND POSITIONS FOR PERKINS FUNDED POSITIONS. UPLOAD THE POSITION DESCRIPTIONS FOR EACH INDIVIDUAL YOU IDENTIFIED 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 THAT POSITION IS SECONDARY OR POSTSECONDARY AND THE PERCENTAGE OF TIME THAT 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
Sue Dion	Director, Academic Partnerships	Postsecondary		35%	35,000.00
Herbert King	Perkins Transition Specialist	Postsecondary		100%	85,269.00
Sarah Shanley	Perkins Partnership & Grant Coordinator	Secondary & Postsecondary	350972	100%	96,204.14
Kelli Gray	Administrative Assistant	Secondary		25%	19,394.17
Jill Slayton	Career & College Readiness Specialist	Secondary & Postsecondary		100%	74,250.99
Teresa Boyum	Administrative Assistant	Postsecondary		36%	23,000.00

COMMENTS FOR REVIEWER

ATTACH ALL POSITION DESCRIPTIONS AS .PDF DOCUMENTS PRIOR TO SUBMITTING THIS APPLICATION

POSITION DESCRIPTION

N Academic Professional 3 Director of K12 Partnerships 01114439 Susan Dion\_PY suggestions (002)

POSITION DESCRIPTION

N Academic Professional 2 Perkins and Transition Coordinator 01102878 Herbert King (002)

POSITION DESCRIPTION

OAS-I Academic Affairs East 00744940 Teresa Boyum

POSITION DESCRIPTION

Ampilfund Blank Sheet

POSITION DESCRIPTION

Ampilfund Blank Sheet

POSITION DESCRIPTION

PerkinsSecondaryCareerandTechnicalEducationTransitionsSpecialistREVISEDMay2018 slayton

POSITION DESCRIPTION

PD.SecondaryGrant.Partnershipscoordinatorshanley (1)

POSITION DESCRIPTION

wg\_KGJobDescription

POSITION DESCRIPTION

POSITION DESCRIPTION

POSITION DESCRIPTION

## POSITION DESCRIPTION

## Programs of Study- Career Pathway 1

### Career Pathway 1

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

EMT/EMR

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

EMR/EMT

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.

916 Career and Tech Center 070907

Spring Lake Park High School 070907

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Century College

Normandale Community College

Hennepin Technical College

Alexandria Technical and Community College

Anoka Technical College

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.**

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	FISDAP	National Registry of Emergency Medical Technicians & Emergency Medical Responder
<b>Licensure</b>		
<b>Certification</b>	EMR	EMT

<b>Industry Recognized Credential</b>	EMR	EMT
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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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**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>TSA</b>	National Registry of Emergency Medical Technicians & Emergency Medical Responde		
<b>Licensure</b>			
<b>Certification</b>	Fire Services	EMS	EMS Paramedic
<b>Industry Recognized Credential</b>	EMT/Paramedic		

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED):

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 2

### Career Pathway 2

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Human Services

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Law, Public Safety, Corrections, and Security

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Law Enforcement Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Law Enforcement/Criminal Justice

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.

NE Metro 916

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Century College

Normandale Community College

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

#### RECOGNIZED SECONDARY CREDENTIAL(S)

<b>TSA</b>	NOCTI- Criminal Justice
<b>Licensure</b>	
<b>Certification</b>	Heartsaver BLS
<b>Industry Recognized Credential</b>	POST Peace Officer Standards and Training Board

### RECOGNIZED POSTSECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA,

**DEGREE)**

- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)**
- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

**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>TSA</b>	POST Peace Officer Standards and Training Board
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	POST Peace Officer Standards and Training Board

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 3

### Career Pathway 3

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Therapeutic Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Nursing and Dental Assisting

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.

916 Career and Tech Center

Spring Lake Park High School

Forest Lake High School

White Bear Lake High School

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Century College

Anoka Technical College

Hennepin Technical College

Normandale Community College

St. Cloud Technical & Community College

Central Lakes College

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	NOCTI- Nursing Assistant	OSHA 10 Healthcare	
<b>Licensure</b>			Minnesota Board of Dentistry Dental Assistant State Licensure Exam
<b>Certification</b>	Heartsaver-BLS	Heartsaver BLS	
<b>Industry Recognized Credential</b>	Minnesota Department of Health Nursing Assistant		

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**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>TSA</b>		
<b>Licensure</b>		
<b>Certification</b>	Minnesota Department of Health Nursing Assistant	MN Board of Dentistry
<b>Industry Recognized Credential</b>	NCLEX -RN	Dental Assisting

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER



## Programs of Study- Career Pathway 4

### Career Pathway 4

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Arts, Communications, and Information Systems ▼

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Information Technology ▼

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Hardware, Software, Network Systems

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Computer Networking

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.

916 Career & Tech Center

Roseville High School

Tartan High School

North High School

Forest Lake High School

White Bear Lake High School

Mounds View High School

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Century College

Anoka-Ramsey Community College

Hennepin Technical College

Dakota County Technical College

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	NOCTI- Computer Repair
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**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>TSA</b>	NOCTI- Computer Networking Fundamentals
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 5

### Career Pathway 5

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Human Services

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Human Services

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Education

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Education

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.

916 Career and Tech Center

East Ridge High School

White Bear High School

Forest Lake High School

North High School

Tartan High School

Roseville High School

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Century College

Normandale College

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	BLS
<b>Industry Recognized Credential</b>	

**RECOGNIZED POSTSECONDARY CREDENTIALS**

**ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:**

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**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>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 6

### Career Pathway 6

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Business, Management, and Administration

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Marketing

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Marketing Management

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Marketing

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.

916 Career and Tech Center

Mounds View High School

Irondale High School

Tartan High School

Chisago High School

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Dakota County Technical College

St. Paul College

Century College

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.**

### RECOGNIZED SECONDARY CREDENTIAL

<b>TSA</b>	NOCTI General Management	NOCTI MBA Research Accelerated Business Management and Administration	MBA Research Assessment
<b>Licensure</b>			
<b>Certification</b>			

<b>Industry Recognized Credential</b>			
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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)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**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>TSA</b>	NOCTI- General Management
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 7

### Career Pathway 7

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology ▼

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Science, Technology, Engineering, and Mathematics ▼

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

STEM

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Engineering

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.

Stillwater High School

Chisago High School

Fridley High School

North Branch High School

Columbia Heights High School

Park High School

East Ridge High School

Woodbury High School

Forest Lake High School

Centennial High School

White Bear High School

Irondale High School

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Century College

Dunwoody College

Dakota County Technical College

Pine Tech College

Anoka Technical College

St. Cloud Technical College

St. Paul College

St. Cloud State

**RECOGNIZED SECONDARY CREDENTIALS**

**ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:**

- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	PLTW

**RECOGNIZED POSTSECONDARY CREDENTIALS**

**ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:**

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**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>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER



## Additional Documentation

**ADDITIONAL DOCUMENTATION MAY BE UPLOADED HERE. THE REQUIRED UPLOADS ARE: STATEMENTS OF ASSURANCE, SECONDARY SUPPLEMENT 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 ASSURANCE:

Secondary Statement of Assurances

SECONDARY SUPPLEMENTAL BUDGET:

FY20 428 SecondaryBudgetSummary 5.14.19

CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY

Final NEW Copy of Perkins funded assets greater than \$5000 5-13-19

ADDITIONAL MATERIAL:

Use for GRANT FY20 RFP Request Summary - RFP Requests

ADDITIONAL MATERIAL:

NE Metro Joint PD Model FY 20 Perkins

ADDITIONAL MATERIAL:

Master Secondary Perkins Consortium Inventory List 2016-Present

# Budget

## Proposed Budget

	<b>Grant Funded</b>	<b>Total Budgeted</b>
<b>Goal 1</b>		
Postsecondary Equipment	\$86,000.00	\$86,000.00
Postsecondary Non-Personnel	\$2,000.00	\$2,000.00
Postsecondary Non-Personnel	\$40,000.00	\$40,000.00
Postsecondary Non-Personnel	\$50,000.00	\$50,000.00
Postsecondary Non-Personnel	\$10,000.00	\$10,000.00
Postsecondary Non-Personnel	\$15,000.00	\$15,000.00
Postsecondary Non-Personnel	\$4,912.00	\$4,912.00
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Postsecondary Personnel (Salary and Benefits)	\$85,269.00	\$85,269.00
Postsecondary Personnel (Salary and Benefits)	\$42,000.00	\$42,000.00
<b>Subtotal</b>	<b>\$340,181.00</b>	<b>\$340,181.00</b>
<b>Goal 2</b>		
Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
Postsecondary Non-Personnel	\$6,000.00	\$6,000.00
Postsecondary Non-Personnel	\$1,200.00	\$1,200.00
Postsecondary Non-Personnel	\$3,800.00	\$3,800.00
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
Postsecondary Non-Personnel	\$60,000.00	\$60,000.00
Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
<b>Subtotal</b>	<b>\$85,000.00</b>	<b>\$85,000.00</b>
<b>Goal 3</b>		
Postsecondary Non-Personnel	\$4,900.00	\$4,900.00
Postsecondary Non-Personnel	\$27,630.00	\$27,630.00
Postsecondary Non-Personnel	\$60,000.00	\$60,000.00
<b>Subtotal</b>	<b>\$92,530.00</b>	<b>\$92,530.00</b>
<b>Goal 4</b>		
Postsecondary Non-Personnel	\$1,100.00	\$1,100.00
Postsecondary Non-Personnel	\$42,000.00	\$42,000.00

	<b>Grant Funded</b>	<b>Total Budgeted</b>
Postsecondary Non-Personnel	\$10,000.00	\$10,000.00
Postsecondary Non-Personnel	\$17,100.00	\$17,100.00
Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
<b>Subtotal</b>	<b>\$74,200.00</b>	<b>\$74,200.00</b>
<b>Goal 5</b>		
Postsecondary Admin (5% max)	\$36,414.00	\$36,414.00
Postsecondary Non-Personnel	\$9,000.00	\$9,000.00
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
<b>Subtotal</b>	<b>\$50,414.00</b>	<b>\$50,414.00</b>
<b>Goal 1</b>		
Postsecondary Personnel (Salary and Benefits)	\$8,000.00	\$8,000.00
<b>Subtotal</b>	<b>\$8,000.00</b>	<b>\$8,000.00</b>
<b>Goal 3</b>		
Postsecondary Personnel (Salary and Benefits)	\$20,000.00	\$20,000.00
<b>Subtotal</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>
<b>Goal 5</b>		
Postsecondary Personnel (Salary and Benefits)	\$35,171.00	\$35,171.00
Postsecondary Personnel (Salary and Benefits)	\$23,000.00	\$23,000.00
<b>Subtotal</b>	<b>\$58,171.00</b>	<b>\$58,171.00</b>
<b>Total Proposed Cost</b>	<b>\$728,496.00</b>	<b>\$728,496.00</b>

**Proposed Budget Narrative**

**Goal 1**

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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 Coordinator

**Postsecondary Personnel (Salary and Benefits)**

Faculty stipends - Perkins Summit

**Postsecondary Non-Personnel**

Career Pathway Meetings

**Postsecondary Equipment**

Equipment requests to support CTE Programs of Study.

**Postsecondary Non-Personnel**

Professional Development to support CTE faculty in programs of study.

**Postsecondary Non-Personnel**

Curriculum Innovation Projects

**Postsecondary Non-Personnel**

Course Quality Initiative - Resource

**Postsecondary Non-Personnel**

Tools in the schools - Career Tree implementation

**Postsecondary Non-Personnel**

Supplies

**Postsecondary Personnel (Salary and Benefits)**

Secondary Perkins coordinator (shared S. Shanley)

**Postsecondary Non-Personnel**

Mark Perna - Presentation/training

**Goal 2**

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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**

ABE Pathways Initiative

**Postsecondary Non-Personnel**

Technical Skills Assessments

**Postsecondary Non-Personnel**

Professional Networking Events

**Postsecondary Non-Personnel**

Career networking Dinner

**Postsecondary Non-Personnel**

Employer and Community Partnership events

**Postsecondary Non-Personnel**

Supplies

**Postsecondary Non-Personnel**

Sustainable - Paid Internship infrastructure partnership

**Postsecondary Non-Personnel**

Diverse career guest speaker series/special events

**Goal 3**

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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)**

Tutors linked to classes

**Postsecondary Non-Personnel**

CTE Marketing Project

**Postsecondary Non-Personnel**

Adult Learner Self Study project

**Postsecondary Non-Personnel**

Access and inclusion initiative

**Goal 4**

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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**

State articulated credit website

**Postsecondary Non-Personnel**

TSA and Student outreach coordinator - shared (J. Slayton)

**Postsecondary Non-Personnel**

Professional development articulated credit, college and career readiness

**Postsecondary Non-Personnel**

K-12 program partnership activities

**Postsecondary Non-Personnel**

Buses

**Goal 5**

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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)**

S. Dion

**Postsecondary Personnel (Salary and Benefits)**

Administrative support

**Postsecondary Non-Personnel**

Graduate Inter Pilot Project AA certificate conversion

**Postsecondary Non-Personnel**

Printing

**Postsecondary Admin (5% max)**

5% allowable costs