



Central Lakes Consortium

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

Submitted by Rebekah Kent

Submitted on 07/07/2021 2:07 PM 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

Central Lakes Consortium

Award Requested

\$577,293.35

Total Award Budget

\$577,293.35

Primary Contact Information

Name

Rebekah Kent

Email Address

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Address

Central Lakes College, 501 West College Drive
Brainerd, MN 56401

Phone Number

218-855-8067

Project Description

Consortium Membership List

Consortium Membership List

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

No Change

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."

We are increasing the amount of funds for the CLA in year two due to the fact that we will complete a full CLNA in preparation for submission of the years 3 and 4 grant. At the post-secondary level, in addition to the coordinator, a new position is being requested. The MAPE 1 Perkins Program Specialist is a part time position dedicated to the development and implementation of Perkins strategies, including the CLNA. This position will replace the 30% OASI that is currently part of the post-secondary Perkins funding. The Perkins Program Specialist will provide a higher level of support to the coordinator on specific Perkins projects/strategies. The allowed use of budgeted funds for this effort will be to provide professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, and career guidance and academic counselors. Dollars will also be used to develop and implement evaluations of activities in carried out with consortium funds.

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."

Budget amounts for this Narrative are similar to last year and reflect the results of the CLNA that we should focus our funding specifically towards CTE program equipment and professional development efforts for faculty to ensure that students have the technical and integrated academic skills necessary to be successful in the career. The increase in funds at the post-secondary level is due to allocating additional funds for equipment and also the hiring of a MAPE 1 Perkins Program Specialist to provide additional project management support to implementing and expanding programs of study.

The primary focus for supplemental funding awards for secondary consortium state approved POS and MDE approved district programs of study/courses is based on need for funding by all CTE approved programs not restricted to only the seven listed state approved POS. We included all program of study areas in our FY20-22 application as in many cases, the courses at the secondary level lead into several different programs or majors at the postsecondary level, and vice versa. We will be exploring this in more depth as part of our next CLNA. We also have more state recognized programs of study that meet this criteria, even if they were not listed as one of our seven in the original application.

At the secondary level, the information considered to make funding decisions includes:

- 1. Financial need is greater than the district can provide.**
- 2. For larger requests, support for partial funding by district and outside resources such as grants, etc.**
- 3. Students benefit from the opportunity to use industry standard equipment/technology.**
- 4. The potential to increase student numbers in the district in a district program requesting funding.**
- 5. Provide support for the implementation of new courses/curriculum/ programs in the district.**
- 6. Refresh/regenerate learning lab areas critical to applied learning.**

Prioritizing of requests for supplemental funding occurs when they are reviewed by the consortium leadership team prior to being sent to MDE for approval. The peer review of requests is another rationale/strategy (data point) justification of the request.

We also looked at the number of students enrolled in a POS. Some of the seven POS in our application are not the ones that have the highest enrollment of students. Using AFNR as an example, if only students at the high school level were considered as being in a state approved POS, we would show a number far less than those enrolled in other AFNR programs/courses overall that in other categories than the narrowly defined program code in the application.

One of our frequent discussions at the consortium level regarding state approved POS and district approved programs/courses is the question, "Are only those state approved POS going to be considered for supplemental funding requests?" Our understanding from several communications with system office and MDE was that if we listed other programs in our application that were backed by our CLNA that we could use Perkins funds for those programs of study.

At the post-secondary level, the results of the CLNA were considered, along with the need from various programs and local labor market information. Budget decisions are made within the college's budget process, which includes administration, faculty, and student input.

Funding for equipment at both the secondary and postsecondary levels do not always in that the secondary program and the postsecondary program get funding in the same year. It is based on the needs at each level and each school in that particular year. Making an investment at either the secondary or the postsecondary level enhances the overall program of study pathway.

The Central Lakes Consortium prioritized POS for investment in our FY22 application by looking at the following factors:

- *CLNA findings and strategies to address findings (main takeaways were that we have many small districts that cannot offer more than one or two CTE pathways and that the largest need for funding at the secondary and post-secondary levels was equipment, technology, and teacher professional development)*
- *Equity of access to all career areas across the 24 districts*
- *Support the implementation of new courses/curriculum/ programs in the district.*
- *Which POS were weak across the consortium and needed investment to improve*
- *Which POS were signature programs across the consortium and required funding to refresh curriculum, equipment and technology*
- *Financial need is greater than the district can provide.*
- *Students benefit from the opportunity to use industry standard equipment/technology.*
- *The potential to increase student numbers in CTE courses in the district.*
- *Advisory committee recommendations for funding priorities.*

Our CLNA did not address the question of which POS areas to focus on because it was not one of the research questions identified in the CLNA framework. Much has evolved in the understanding of Perkins V applications since the initial CLNA research questions were posed. The Central Lakes Consortium CLNA data also showed that 21% of our districts only have capacity to offer one program of study, and we want to ensure that any district with need and that meet the criteria defined above can access Perkins funds to support the implementation and growth of their CTE programs. There is a tension in the new law about having program of study with size, scope, and quality and also ensuring access to all CTE program areas for all students in the consortium. We are continuing to delve into the data and better define how several high school CTE courses (Table C codes from MDE) lead into one particular post-secondary award (CIP code) and vice versa. The reality of how POS function is that there are many high school CTE courses that are tangentially related to an area of study at the post-secondary level and vice versa. This is particularly true for smaller districts where only one or two career areas are represented.

We focused our investments in program areas mainly based on ensuring equity of access to all career areas across the consortium districts and on strengthening programs that had need for improvement. Once these priorities were funded, then we focused on stronger programs that still required investment to keep their equipment, technology, and instructor knowledge current with industry.

In some program areas, such as dental assisting, we invested in equipment at the post-secondary level as this year we will be working to develop high school CTE feeder courses into the post-secondary pathway. This is a high wage, high demand, high growth industry where historically there has not been a specific high school CTE pathway. We are working to develop that pathway with related health-care CTE classes at the high school level that could become a

newstate recognized program of study.

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."

No change

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."

Amounts for this narrative are similar to last year and cover the costs for technical skill assessments and the YouScience and Precision Exams platforms for assessing learning and doing career exploration and career interest and aptitude matching. This funding touches the career exploration use of funds in section 135, along with the integration of academic and technical skills and support evaluation of the effectiveness of our CTE programs of study.

In FY2021 grant application we stated, "These stakeholder surveys indicated support for "collaboration with other educational partners and/or resources for assistance with individual students" and the "imbedding of reading/language arts and math standards in curriculum. Districts incorporating state approved Applied Math CTE courses have raised the overall math scores for their students on standardized tests. This measured approach to cross functional learning will be encouraged across the consortium between programs and instructors." In FY21, there was little progress on this initiative due to schools' constant shifting managing the COVID pandemic. This objective will continue to be supported in FY2022 where we plan to also participate in the communities of practice the state is coordinating to improve math integration skills and thus help to bring performance gaps closer together.

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."

Nominal change - secondary funds to this narrative increased by \$25.00.

In FY21, the consortium coordinators participated in the technical assistance training on root cause analysis and systems change. We also completed the NAPS Equity Self Assessment with our school district teacher liaisons and with the college. In FY22, we will use the NAPE Equity Self Assessment data and the data reports from MDE and Minn State as part of our CLNA process to choose the one project we can move forward to advance equity and develop strategies to implement the solution along with allocating budget for it in our FY23-24 application.

As identified in the consortium CLNA, there are lower than expected numbers of Native American students enrolled in CTE courses at the secondary level. This will continue to be one of our focus special populations. Another focus population will be secondary students who come from low-income families who are not completing CTE courses at the same rate as those who do not fall in this population.

At the post-secondary level, we are focusing our special population activities on first generation college students and economically disadvantaged students because our data from the FY21 equity trainings where we made the heat maps based on data showed that we have higher proportions of economically disadvantaged students in CTE programs, and other research shows that first generation college students and students from economically disadvantaged backgrounds have worse retention and completion rates. We are focusing our efforts on supporting these students when they are enrolled in our programs to positively impact their retention and completion outcomes. We are also using funds for outreach to male and female students for non-trad by gender programs, as our heat map data shows this is where our largest gaps are in recruitment.

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 change

In our FY2021 grant we said, "Work based learning opportunities with work based licensed CTE instructors are found in the majority of the AFNR programs, four reside in the Business program and seven in Trade and Industry program. Funds allocated in the budget for this purpose will be to support professional development for instructors to pursue work based learning licensure through portfolio development and the structure and implementation of work based learning opportunities in the districts." At this juncture, one FCS instructor has completed the WBL requirement and three are continuing through the portfolio process or through credit based programs. This work will continue in FY22 and consortium leadership will share information from MDE on scholarship opportunities from DEED for completing WBL licensure.

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."

This budget item changed at the post-secondary level to accommodate the hiring of a MAPE 1 Perkins Program Specialist. This part time position is dedicated to the development and implementation of Perkins strategies, with a specific focus on advanced standing agreements and transitions from high school to college. This position will replace the 30% OASI that is currently part of the post-secondary Perkins funding. The Perkins Program Specialist will provide a higher level of support to the coordinator on advanced standing and early college initiatives. Historically, our advanced standing agreements have been decreasing and have not been used by students due to the lack of time on behalf of Perkins staff to complete, follow up, and "sell" students on why they should take advantage of the articulation options. We also want to expand our efforts in other early college opportunities in CTE, such as expanding college in the schools.

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."

No change.

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 change.

In FY21, Central Lakes College completed a complete review of all college policies through an equity lens. Several changes were made as a starting point to address performance gaps between populations of students. As stated in Narrative 5, the consortium coordinators participated in the technical assistance training on root cause analysis and systems change. We also completed the NAPS Equity Self Assessment with our school district teacher liaisons and with the college. In FY22, we will use the NAPE Equity Self Assessment data and the data reports from MDE and Minn State as part of our CLNA process to choose the one project we can move forward to advance equity and develop strategies to implement the solution along with allocating budget for it in our FY23-24 application.

At the secondary level, there is a subpopulation of students who do not do well on the MCAs. This was evidenced again this past year and was compounded by the varied learning environments necessitated by COVID. This subpopulation could benefit from the imbedding of curricular standards/skills for reading/language arts and/or math. This will continue to be a focus for our consortium in the upcoming year.

At the post-secondary level, CLC will be focusing on the efforts were identified as part of the Higher Learning Commission Student Success Academy which are retention and completion gaps that exist between our students of color and white students. Our strategies include shifting to a case management model of advising and implementing academic plans for every student.

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."

This budget item changed mainly at the post-secondary level to accommodate the hiring of a MAPE 1 Perkins Program Specialist. This part time position is dedicated to the development and implementation of Perkins strategies. This position will replace the 30% OASI that is currently part of the post-secondary Perkins funding. The Perkins Program Specialist will provide a higher level of support to the coordinator for consortium governance functions.

The number one priority for the Central Lakes Consortium in FY22 is to fund equipment for programs. This was the highest need identified in our CLNA. We also see an increased need for funds for equipment in FY22 as many dollars were spent by districts in FY20 and 21 to transition to virtual learning. These dollars mainly supported instructional technology and other distance learning platforms and not equipment for students to gain the hands-on technical skills required for a career. In both the secondary and postsecondary budgets, funding for equipment is the largest line item compared to other priorities. We will measure the impact of these equipment purchases in the following ways:

- **Number of programs of study created**
- **Number of students impacted by the equipment**
- **In the CLNA research, asking about the impact of increased funding for equipment in FY21 and 22.**

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."

This section remains relatively unchanged, with a slightly higher amount of funding for post-secondary personnel to support the in the MAPE 1 Perkins Program Specialist position. The innovation projects require a large amount of project management and the Perkins Support Specialist can enhance our ability to advance the innovation projects.

Secondary Level:

\$2,150.00 will be used for communications; postage; travel NW Regional Consortium meetings; and workshops for instructors, career advisors, and the secondary coordinator.

\$15,000 will be used to create career awareness videos for grades 7 and 8. \$15,000 will be used for virtual and in person career fair development and transportation. \$4,000 will be used for Culinary Day professional tours and \$18,062.93 will be used for equipment requests for programs.

Postsecondary level:

The new funds included in the reserve for the MAPE 1 Perkins Program Specialist will pay for the person's time to provide project management for further build out of the virtual career exploration tool and additional content development. The Perkins Program Specialist will also collaborate with college and secondary staff and other partners to develop new career exploration visit opportunities and programs for secondary students. The person will also spend time working with the college of the build out of the CLC app that will increase student retention and completion.

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	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	13,000
Postsecondary Subtotal	13,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	10,500
Secondary Subtotal	10,500
TOTAL	23,500

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
Rebekah Kent	Postsecondary Coordinator	Postsecondary		21%	31,850.00
To Be Hired	Perkins Program Specialist	Postsecondary		100% of a .60 FTE position	49,251.00
Mary Ward	Secondary Coordinator	Secondary	913	100%	36,760.80
Jordan Anderson	Secondary Administrative Support	Secondary		6%	6507.00
Jesse Ashbaush	Secondary Administrative Support	Secondary		2%	2682.32

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

Dean of Brainerd CTE and CT PD

Position Description

MnSCU Acad Prof 1 Perkins

Position Description

Perkins Secondary Coordinator position description 4.15.21

Position Description

Financial Officer Perkins Position Description

Position Description

Payroll Assistant Perkins Job Description-Jesse Ashbaugh

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

Additional documentation may be uploaded here.

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

Statement of Assurances FY2022

Secondary Supplemental Budget:

CLC Secondary-Supplemental-Budget-Amplifund-Worksheet FY21-22 Second-Year

Consortium Consolidated Equipment Inventory

CLC Perkins Equipment Log 2011-2021

Additional Material

Additional Material

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
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Postsecondary Personnel (Salary and Benefits)	\$20,274.75	\$20,274.75
Secondary Non-Personnel	\$5,612.79	\$5,612.79
Subtotal	\$26,887.54	\$26,887.54
B) Narrative 2: Programs of Study		
Postsecondary Equipment	\$97,001.76	\$97,001.76
Postsecondary Non-Personnel	\$10,707.53	\$10,707.53
Postsecondary Personnel (salary and fringe)	\$12,312.75	\$12,312.75
Secondary Equipment	\$94,290.09	\$94,290.09
Secondary Professional Development & Career Exploration	\$37,000.00	\$37,000.00
Subtotal	\$251,312.13	\$251,312.13
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Non-personnel	\$500.00	\$500.00
Secondary Non-personnel	\$10,000.00	\$10,000.00
Subtotal	\$10,500.00	\$10,500.00
E) Narrative 5: Special Populations		
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Secondary Non-Personnel	\$5,000.00	\$5,000.00
Subtotal	\$10,000.00	\$10,000.00
F) Narrative 6: Work-based Learning		
Secondary Non-Personnel	\$8,775.00	\$8,775.00
Subtotal	\$8,775.00	\$8,775.00
G) Narrative 7: Early College		
Postsecondary Non-personnel	\$1,750.00	\$1,750.00
Postsecondary Personnel	\$14,773.41	\$14,773.41
Secondary Non-personnel	\$750.00	\$750.00
Subtotal	\$17,273.41	\$17,273.41
H) Narrative 8: Support to Professionals		

	Grant Funded	Total Budgeted
Secondary Non-personnel	\$45,853.39	\$45,853.39
Subtotal	\$45,853.39	\$45,853.39
I) Narrative 9: Performance Gaps		
Postsecondary Non-personnel	\$5,000.00	\$5,000.00
Secondary Non-personnel	\$8,500.00	\$8,500.00
Subtotal	\$13,500.00	\$13,500.00
J) Narrative 10: Consortium Governance		
Postsecondary Non-personnel	\$1,500.00	\$1,500.00
Postsecondary Personnel	\$23,888.00	\$23,888.00
Secondary Personnel	\$40,997.62	\$40,997.62
Subtotal	\$66,385.62	\$66,385.62
K) Narrative 11: Reserve Funds		
Postsecondary Equipment	\$25,998.24	\$25,998.24
Post-secondary Non-personnel	\$25,000.00	\$25,000.00
Postsecondary Personnel	\$12,404.89	\$12,404.89
Secondary Non-personnel	\$54,212.93	\$54,212.93
Secondary Personnel	\$9,190.20	\$9,190.20
Subtotal	\$126,806.26	\$126,806.26
Total Proposed Cost	\$577,293.35	\$577,293.35

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$577,293.35	\$577,293.35
Subtotal	\$577,293.35	\$577,293.35
Total Proposed Revenue	\$577,293.35	\$577,293.35

Proposed Budget Detail

See attached spreadsheet.

Proposed Budget Narrative

A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Postsecondary Personnel (Salary and Benefits)

Postsecondary Coordinator and Perkins Program Specialist salary and fringe for CLNA efforts

Postsecondary Non-Personnel

Travel and supplies

Secondary Non-Personnel

Secondary Coordinator salary and fringe for CLNA efforts

B) Narrative 2: Programs of Study

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

Postsecondary Personnel (salary and fringe)

Perkins Program Specialist salary and fringe to implement and expand programs of study.

Postsecondary Non-Personnel

Career exploration events, Career exploration events, Professional development

Postsecondary Equipment

Equipment for the following CTE programs: horticulture, dental assisting, criminal justice and law enforcement skills, automotive, robotics and automation, diesel mechanics, heavy equipment, and marine and powersports.

Secondary Professional Development & Career Exploration

Ag/FACS seminar, career fair transportation, events, program outreach

Secondary Equipment

Supplemental Equipment/Technology requests from districts

D) Narrative 4: Integrated Academic and Technical Skills

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

Postsecondary Non-personnel

Technical Skill Assessments

Secondary Non-personnel

YouSciencePrecision Exams and other tools for assessment, TSAs

E) Narrative 5: Special Populations

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

Postsecondary Non-Personnel

Career exploration events specific to special populations

Secondary Non-Personnel

Career exploration events for special populations

F) Narrative 6: Work-based Learning

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

Secondary Non-Personnel

Professional development support for study of work-based learning opportunities and Collaboration with stakeholders for work based learning

G) Narrative 7: Early College

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

Postsecondary Personnel

Articulation meeting stipends, Perkins Program Specialist to further develop early college initiatives

Postsecondary Non-personnel

CTEcreditMN, Articulation meeting expenses

Secondary Non-personnel

CTEcreditMN

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)

Secondary Non-personnel

Professional conferences/travel for CTE instructors, SCO advisors

I) Narrative 9: Performance Gaps

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

Professional development training

Secondary Non-personnel

Travel to workshops and related materials for coordinator, counselors, academic advisors, and instructors for student success.

J) Narrative 10: Consortium Governance

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

Postsecondary Personnel

Postsecondary coordinator and Perkins Program Specialist

Postsecondary Non-personnel

Travel to meetings, MACTA

Secondary Personnel

Secondary Coordinator, Licensed teachers, Business office support

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

Perkins Program Specialist to lead and support innovation projects

Post-secondary Non-personnel

Virtual Career Exploration, CLC App

Postsecondary Equipment

Equipment for the following CTE programs: horticulture, dental assisting, criminal justice and law enforcement skills, automotive, robotics and automation, diesel mechanics, heavy equipment, and marine and powersports.

Secondary Personnel

Secondary coordinator salary and benefits

Secondary Non-personnel

\$2150: Communications, postage, and travel NW Regional Consortium meetings, workshops for instructors, career advisors, and coordinator Career videos-\$15,000; Grade 7 and 8 Career Awareness virtual and in person career fair development and transportation-\$15,000; Culinary Day professional tours, \$4,000; Equipment requests for programs, \$18,062.93.