



FY22 Lake Superior Consortium Second-Year Update

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

Submitted by Jill Murray

Submitted on 05/19/2021 11:01 AM Central Standard Time

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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

FY22 Lake Superior Consortium Second-Year Update

Award Requested

\$553,999.66

Total Award Budget

\$553,999.66

Primary Contact Information

Name

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Phone Number

Project Description

Consortium Membership List

Consortium Membership List

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

Barnum High School Carlton High School Cloquet High School Cook County High School Cromwell-Wright High School Denfeld High School East High School Esko High School Fond du Lac High School Hermantown High School McGregor High School Moose Lake High School Proctor High School Silver Bay High School Two Harbors High School Wrenshall High School Lake Superior College (LSC)

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA

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

No change Expenditures - Funding will support the collection of all need information regarding the CLNA. Secondary - \$2,000 Postsecondary \$3,000 Sec.135: (6)

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."

No Change Postsecondary Expenditures Expenditure 1 – Summer Camps - **Stipends will be awarded to instructors for each camp** - \$25,000 Camps include but are not limited to:

- Firefighting Academy
 - o Camp Description - Ever wonder what it would be like to live in the boots of a firefighter? Students ages 14-19 will explore career opportunities in the emergency medical, safety and rescue fields. An introduction to firefighting attack, safety and survival will include hose-lines, ladders, ventilation, forcible entry, auto extrication, high angle rescue, search and rescue and CPR. Students will have an opportunity to visit multiple firehouses during the week.
- SCRUBS Camp
 - o Camp Description - Students will spend two days exploring a variety of healthcare careers including nursing, laboratory science, social work and many others. Students will experience these career areas through field trips and hands-on activities facilitated by healthcare professionals and college faculty. Students will be provided their own scrubs to wear.
- Welding Camp
 - o Participants in the camp will be introduced to welding and manufacturing through construction of assembly kits. Students will learn about manufacturing techniques in addition to the tools and skills used to assemble the kits
- Aviation Academy
 - o This summer academy is for young people who are interested in learning more about aviation and aerospace careers, including a coed group and a women's group. Students will have a chance to operate a flight simulator and experience a "Discovery" flight in LSC's aircraft. Professionals in the aviation industry will talk about career opportunities. Tours of local aviation partners and the 148th Air National Guard Airbase are also planned.
- Robotics Camp
 - o Build a working robot. Participants will work in teams at LSC's Downtown Center to assemble robot, using kits and onsite manufacturing tools and equipment. Guest speakers will talk about jobs in manufacturing and educational pathways. Roles and Responsibilities

K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc).

Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.

Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students. Required Uses of Funds - Section 1A, Section 1B – subsection e,f

CLNA - Element #5 Strategy 5: Increase opportunities to special populations through special programming, camps, and other nontraditional training. Start & end dates: FY22

Expenditure 2 – Student Organizations/Club Support - \$10,000

- Auto Body Technology Club
- Auto Service Technology Club
- Aviation Maintenance Technology Club
- Aviation Pilots Club
- Business Professionals of America Club
- Computer Technology Club
- Construction Electricians Club
- Cyber Security
- Dental Hygiene Club
- Fire Technology Club
- Integrated Manufacturing/Skills Club
- Medical Lab Technology Club
- Nursing Club
- Physical Therapist Assistant Club
- Radiological Technology Club
- Respiratory Care Club
- Surgical Technology Club

Roles and Responsibilities

K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc).

Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs.

Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students. Required Uses of Funds - Section 135 (b) subparts: 5

O CLNA - Element #5 Strategy 5: Increase opportunities to special populations through special programming, camps, and other nontraditional training. Start & end dates: FY22

Secondary Expenditures Funding is being used to enhance existing State Recognized Programs of Study and provide support for new consortium schools to integrate into our existing POS. The budget includes costs associated with strengthening and improving

the quality of programs of study throughout the consortium by assisting schools in meeting the requirements of industry-standard equipment, strong partnerships, post-secondary credentials, authentic work experience, and properly licensed staff.

Expenditure 1: Continue promoting our POS through clubs, CTSO's, events, activities, competitions within our secondary and postsecondary schools Club support for programs of study include funding for Robotics, DECA, HOSA, FFA, etc., which is used to strengthen the program by marketing and recruiting students to the program. (\$13,570.96) (303) Sec.135: (1A, 2A, 2C, 3, 5A, 5B, 5C, 5M, 5N) Expenditure 2: Continue promoting **and enhancing** our POS through the funding of equipment needed to provide opportunities for students in career pathways identified in the CLNA. The grant will fund specific equipment requests and include opportunities for **staff to apply** for funds that represent all the Pathways/POS. **This includes an Autel Diagnostic Scan tool and a Mini-Ductor for the Cloquet Automotive Program (\$1329), a Dewalt Drill Driver Kit (\$916) and Scaffolding w/ planks and guard rails for the Cloquet Construction program (\$1029), and a Portable Planer (\$618) and tripod (\$241) and a Dewalt Laser (\$772.65) and tripod (\$60) for the Wrenshall Construction Program.** (\$5,000) (530) Sec.135: (3, 5A, 5B, 5D, 5F, 5L, 5O, 5R) Expenditure 3: Continue promoting our POS through the funding of software, and supplies needed to provide opportunities for students in career pathways identified in the CLNA. The grant will fund specific requests and include opportunities for **staff to apply** for funds that represent all the Pathways/POS. (\$11,724.66) (303) Sec.135: (3, 4, 5A, 5B, 5D, 5F, 5L, 5R) Expenditure 4: Field Trips for students to expand the student's knowledge for local college and career opportunities in CTE. (\$15,046.32) (303) Sec.135: (1A, 2A, 2C, 5B, 5M, 5O, 5S, 5T, 6) CLNA: Element #3 - Progress towards the Implementation and Improvement of CTE programs of Study (POS). Strategy 1, 3, and 4 Element # 5 - Progress towards equal access to CTE programs for all students. Strategy 2 and 3

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 Postsecondary Expenditures: Expenditure 1 – Career Wheel Project – Standardizing Marketing throughout our Consortium – We will continue to design each career field using the colors/icons of the career wheel. Our goal is to develop an interactive career wheel for our consortium, develop a career field guide/planner for secondary, and develop a career field interactive form linking to regional industries. (all currently in process). This marketing project will showcase the POS Pathway from secondary through employment. \$10,000 Roles and Responsibilities · K-12: Promoting CTE courses in the students handbook. Education of counselors and advisors around course content, descriptions and the registration process. · Postsecondary: Continue to promote programs that we have. ie: events, commercials, advertisements, tours of campus. · Business/Industry: Communicating the needs of business and industry to leaders at the national, state, and local level and encouraging partners in industry to follow suit. · Workforce Development: Advocate at the Local and State Level for CTE and its importance in economic development and post-secondary employment. Required Uses of Funds - Section 135 (b) subparts: 1a-f CLNA - Element #2 Strategy 4: Marketing -Create awareness among all sectors to promote CTE courses, branding for future growth. Start & end dates: FY22 Expenditure 2 – Career Exploration Course Development (Career Fields) that will support area workforce goals that will help folks discover their skills and interests, match them with jobs based on their skills and experience and connect them with training based on their interests and abilities. These courses will better inform folks of the opportunities out there within specific career fields. \$15,000 Roles and Responsibilities · K-12: Allow faculty time to work collaboratively. Administration and Counselors involvement will prove key for this to be effective. · Postsecondary: Allow faculty time to work collaboratively. Administration involvement will prove key for this to be effective. · Business/Industry: Take leadership roles from the employment sector to share current and future needs. · Workforce Development: Be the hub for communication that is coming in and going out in regards to all. Required Uses of Funds - Section 135 (b) subparts: 1a CLNA - Element # 2 Strategy 3: Collaboration -Working with Career Force, other consortia, business and industry. Educators sharing curriculum and best practices. Communication standard operating procedure. Administration involvement will prove key for this to be effective. A "one stop shop" for all CTE to work together. Working in alignment between consortia, expanding brokering of services to other consortia. Start & end dates: FY22 Secondary Expenditures: Expenditure 1: MCIS - Market career fields to all students. Career planning for CTE is essential. MCIS is a program that prepares students in college and career readiness for CTE. **Schools use this program to provide assessments to students, connect them to CTE course offerings, and to create their Personal Learning Plans (PLP) as required by the World's Best Workforce.** This expenditure is for the entire consortium. (\$25,000). (406) Sec.135: (1A, 1B, 1C, 1D, 1E, 5L) Expenditure 2: Field Trips for students to expand the student's knowledge for local career opportunities in CTE. Construct Tomorrow field trips for students to meet local union members and try out different careers related to the trades, Tour of Manufacturing, EPIC HealthCare tour for students to learn about career opportunities in the medical careers. (\$13,000) (365) Sec.135: (1A, 1F, 5A, 5B, 5H, 5M, 5R, 5S, 5T, 6) Expenditure 3: Advisory Board - Funds to support and improve advisory boards throughout the consortium. (\$900) (303) Sec.135: (5H, 6) CLNA: Element #3 - Progress towards the Implementation and Improvement of CTE programs of Study (POS). Strategy 1 and 4 Element # 5 - Progress towards equal access to CTE programs for all students. Strategy 1, 3, and 5

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."

No Change Postsecondary Expenditures: Expenditure 1 – Technical Skills Assessment - Postsecondary will fund for ASE Entry Level Exam - \$600 Roles and Responsibilities · K12: Duluth offers a number of courses that students earn up to 12 college credits at LSC, CNA, and others. The industry certifications are in solidworks, ASE (Auto), and Construction builds a home with LSC. The continued alignment with LSC and Industry will work to increase the students involved in the CTE programs. · Post-Secondary: Has numerous articulations and transferable credits with many schools in the consortium. The need to build more articulations, align curriculum, and make the transition from secondary to post-secondary-to college or industry will increase participation in CTE programs across the consortium. · Industry: provides opportunities for apprenticeships, internships, and real-world experiences that can work towards advancement in secondary, post-secondary, and into industry. Students are able to get instant raises in industry based on these experiences. Industry needs to continue to expose students and stakeholders to these experiences · Required Uses of Funds - Section 135 (b) subparts: 3, 4A, 5A, 5D, 5F, 5J, 5L, 5M, 5S CLNA - Element # 5 Strategy 4: Adding more TSA's and Industry Aligned Credentials, as well as transferable college credit. Start & end dates: FY22 Secondary Expenditures: Expenditure 1: The TSA and Industry Earned Credentials are important pieces in our Programs of Study **in order to improve mathematical instruction and application in CTE and provide industry certification and advanced post-secondary placement for students.** OSHA 10, Duluth SP2, Solidworks and 3D Design, ASE, Consortium-wide TSA offerings, etc are a few of the opportunities that will be funded and provided for students. (**\$17,253**) (461). Sec.135: (3, 4A, 5A, 5D, 5F, 5J, 5L, 5M, 5S) CLNA: Element #1: Student Performance on Required Performance Indicators Element #3 - Progress towards the Implementation and Improvement of CTE programs of Study (POS) Strategy 1 Element # 5- Progress towards equal access to CTE programs for all students Strategy 5

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."

No Change Postsecondary Expenditures:

Expenditure 1 – CLA (Carpentry) \$35,000 and travel to area districts to collaborate with secondary teachers and their students \$1,000 – Per our enrollment data we have seen a significant dropout rate within two of our CTE Areas – Accounting and Physical Therapy Assistant (PTA). From the information gathered from instructors and suggestions from students we have decided to pilot two CLA2 tutors in the areas of (Accounting and PTA Military Bridge Program) each tutor will work 10 hours per week this fiscal year (\$8,000 each) – Moving forward we will develop a formal survey to see if what we are doing is helping and if there are other ways we can support students within these areas. Total of CLA and Two CLA2 = \$52,000

Roles and Responsibilities · Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs. Required Uses of Funds - Section 135 (b) subparts: 4b CLNA - Element # 5 Strategy 5: Increase opportunities to special populations through special programming, camps, and other nontraditional training. Start & end dates: FY22 Expenditure 2 – College for a day (Disabilities Students) – LSC will recruit secondary students to campus to experience what it is like to be a college student for a day. - \$500 Roles and Responsibilities · K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc). · Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs. · Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students. Required Uses of Funds - Section 135 (b) subparts: 5 O CLNA - Element #5 Strategy 5: Increase opportunities to special populations through special programming, camps, and other nontraditional training. Start & end dates: FY22 Expenditure 3 – Disabilities Event – LSC will host regional Special Education Teacher Event. Topics/Focus changes each year and this FY has yet to be determined. \$2,500 Roles and Responsibilities · K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc). · Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs. · Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students. Required Uses of Funds - Section 135 (b) subparts: CLNA - Element #5 Strategy 5: Increase opportunities to special populations

through special programming, camps, and other nontraditional training. Start & end dates: Fall FY22 Secondary Expenditures: Expenditure 1: Industry Mentor Stipends are provided to bring industry professionals for training, camps, and certifications as needed for the nursing, manufacturing, and POS's to increase opportunities for non-traditional and traditional students in appropriate settings. Industry professional leading summer Camps and training at Lake Superior College. (\$1,500). (303) Sec.135: (1A, 1C, 1E, 1F, 3, 5B, 5H, 5J, 5M, 5N, 5S, 5T) CLNA: Element #1: Student Performance on Required Performance Indicators Element #4 Improving recruitment, retention, and training of CTE professionals, including underrepresented groups Element # 5 Progress towards equal access to CTE programs for all students Strategy 5

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

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

Narrative 7: Early College (EC)

EC

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

No Change Postsecondary Expenditures: Expenditure 1 – CTEcreditMN.com Website – Houses Articulated Credits - \$1,100 Roles and Responsibilities · K12: Duluth offers a number of courses that students earn up to 12 college credits at LSC, CNA, and others. The industry certifications are in solidworks, ASE (Auto), and Construction builds a home with LSC. The continued alignment with LSC and Industry will work to increase the students involved in the CTE programs. · Post-Secondary: Has numerous articulations and transferable credits with many schools in the consortium. The need to build more articulations, align curriculum, and make the transition from secondary to post-secondary-to college or industry will increase participation in CTE programs across the consortium. · Industry: provides opportunities for apprenticeships, internships, and real-world experiences that can work towards advancement in secondary, post-secondary, and into industry. Students are able to get instant raises in industry based on these experiences. Industry needs to continue to expose students and stakeholders to these experiences
 Required Uses of Funds - Section 135 (b) subparts: 1e, 3, 4a-b, 5 d-f and j-l CLNA - Element # 5 Strategy 4: Adding more TSA's and Industry Aligned Credentials, as well as transferable college credit. Start & end dates: FY22
 Expenditure 2 – LSC Sponsored Competitions – LSC will recruit secondary students to campus to compete within program areas. Example: Welding - \$4,000 Roles and Responsibilities · K12: After school programs, summer camps in collaboration with Lake Superior College, Nontraditional Gender Equitable learning strategies to increase nontraditional students to different fields. (Male - Nursing, Females - Welding, etc). · Post-secondary: Summer camps, LSC has started a program called Project Reconnect where it is reaching out to people who started programs at regional 2 and 4-year schools and helping guide them back into school for either skilled trade, vocational, or additional career options they might not pursue. LSC has a Lab Assistant in welding and manufacturing and is a female LSC graduate. One of her primary tasks is to improve the non-traditional enrollments in integrated manufacturing and welding programs at LSC. Students have a non-traditional role model that helps with recruitment and retention of nontraditional students. LSC has opened their doors on days in which classes are not being taught for the recruitment of nontraditional students in manufacturing. College for a Day event at LSC is a broad event that exposes students identified as needing additional support or qualifying as SPED to get hands-on experience on what college is like and what is needed in a variety of programs. Leadership has worked with secondary counselors and SPED directors on better on-boarding and support systems for students with special needs. · Industry: Continues to provide support through field trips, Tour of Manufacturing, Construct Tomorrow, and EPICS to promote CTE careers to all students. Required Uses of Funds - Section 1A, Section 1B – subsection e,f CLNA - Element #5 Strategy 5: Increase opportunities to special populations through special programming, camps, and other nontraditional training. Start & end dates: FY22 Expenditure 3 – LSC Campus Events – Explore LSC Day, High School Visits, Career Nights, etc. – These funds will support career exploration events. \$10,000 Roles and Responsibilities Roles and Responsibilities · K-12: Promoting CTE courses in the students handbook. Education of counselors and advisors around course content, descriptions and the registration process. · Postsecondary: Continue to promote programs that we have. ie: events, commercials, advertisements, tours of campus. · Business/Industry: Communicating the needs of business and industry to leaders at the national, state, and local level and encouraging partners in industry to follow suit. · Workforce Development: Advocate at the Local and State Level for CTE and its importance in economic development and post-secondary employment. Required Uses of Funds - Section 135 (b) subparts: 1a-f CLNA - Element #2 Strategy 4: Marketing -Create awareness among all sectors to promote CTE courses, branding for future growth. Start & end dates: FY22

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 Postsecondary Expenditures: Expenditure 1 – Professional Development - Postsecondary will request input for advisory boards to indicate what professional development opportunities instructors need to keep up with changing technology. - \$3,125.72 Roles and Responsibilities · Postsecondary: Postsecondary: Allow release time for instructors to attend professional development opportunities Required Uses of Funds - Section 135 (b) subparts: 2a CLNA - Element # 2 Strategy 2: Professional Development: Externships, equipment, workshops/conferences, regional cluster meetings Start & end dates: FY22 Expenditure 2 – Coordinator Professional Development/Travel (MACTA, MN CTE Works, ACTE Vision, National Policy, MACTA Policy & Leadership Fellowship, secondary school, collaboration with other consortium leaders) Roles and Responsibilities · Postsecondary will make sure that the funds will be utilized in accordance with MN State rules and regulations. Postsecondary: Allow release time for instructors to attend professional development opportunities Required Uses of Funds - Section 135 (b) subparts: 1-6 CLNA - Element # 2 Strategy 2: Professional Development: Externships, equipment, workshops/conferences, regional cluster meetings Start & end dates: FY22 Secondary Expenditures: Providing professional development for our faculty and consortium leaders (workshops, conferences, training, CTE-related field trips). Expenditure 1: Professional Development for Manufacturing teachers, referred to as Shop PD, Instructors from across the consortium tour facilities to see the newest technologies used in manufacturing and build relationships with industry partners to strengthen their knowledge and skills as related to industry partnerships. - \$5,000 (Includes transportation, housing, and substitutes for instructors.) (366). Sec.135: (2A, 2B, 2C, 2E, 2G, 4A, 5B, 5H, 5R) Expenditure 2: Cost for travel and PD for Secondary instructors to attend CTEWorks, National, State, and Regional Conferences and Conventions, to improve instruction, programs, and POS within the consortium. (\$11,547.89) (366) Sec.135: (2A-J, 4A, 5A, 5B, 5G, 5H, 6) CLNA: Element #3 - Progress towards the Implementation and Improvement of CTE programs of Study (POS) Element #4 Improving recruitment, retention, and training of CTE professionals, including underrepresented groups. Strategy 1-5

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* We had planned to use data-driven decision-making to help guide us in addressing performance gaps, but data is incomplete or missing due to COVID related shutdowns. Many secondary CTE programs were under hybrid or distance learning over the past year, making it difficult to provide hands-on training and skill development for students.**

The Perkins leadership team will review best practices that support special populations within CTE programs in our districts and at two-year colleges and review data available in FY22 to help guide future use of funds in addressing performance gaps.

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."

Changes: **The priority for the Lake Superior Consortium in the 2021-22 year is the transition of the eight new secondary districts and the continued advancement of Programs of Study. We arrived at this priority as the new schools chose to join our consortium and as member schools have provided feedback and requests to expand and enhance opportunities for their students. The existing member schools and the schools joining our consortium were an integral part of putting together the consortium's budget for the upcoming year and were the driver in setting these priorities. This process started by updating the governance document with the addition of the secondary districts as you can see below in the updated BYLAWS and continued on through information sessions, email communication, and committee and full board meetings between January and May. The budget reflects these priorities as it contains specific items for both existing member school districts and new school districts and focuses on equipment, professional development, TSA's in Programs of Study found in our consortium. Our first benchmark for success will be the successful inclusion of the new member schools into the consortium as determined by a feedback form given at mid-year. The second benchmark for success will be the enhancement of our Programs of Study with additional secondary schools meeting the requirement of industry-standard equipment, strong partnerships, post-secondary credentials, authentic work experience, and licensed staff.**

BYLAWS OF LAKE SUPERIOR CARL PERKINS CONSORTIUM Article 1: Purpose The mission of the Lake Superior Carl Perkins Consortium is to support Career and Technical Education (CTE) by utilizing consortium funds to provide for staff development, program development, student support services, program awareness and promotion, innovative programming and new initiatives.

Article 2: Governance Board Member Schools: Barnum High School Carlton High School Cloquet High School Cook County High School Cromwell-Wright High School Denfeld High School East High School Esko High School Fond du Lac High School Hermantown High School McGregor High School Moose Lake High School Proctor High School Silver Bay High School Two Harbors High School Wrenshall High School Lake Superior College (LSC) The sixteen high schools will select one voting member for representation at consortium meetings. Additionally, the Duluth Schools will select one administrative/at-large voting member. LSC will select three voting members—administrative/at-large. Voting members can be an administrator or CTE instructor from that school or institution. Only these representatives will be allowed to vote at consortium meetings; additional individuals can attend in a non-voting capacity. These twenty members will form the Lake Superior Carl Perkins Consortium Governance Board. At the October meeting of the consortium each of the schools will provide the consortium the name(s) of their voting member(s). In addition all schools will provide the names of proxy representatives who could represent their school in situations preventing their voting member from attending. By consensus the consortium will accept all twenty school representatives. No individual will have more than one vote. At the October board meeting, the following positions will be appointed for the year. Board Chair Vice Board Chair Secretary

Article 3: Leadership Team It is the responsibility of LSC to hire and supervise the Postsecondary Carl Perkins Coordinator whose role is to serve as the college representative on the leadership team. The Postsecondary Carl Perkins Coordinator will serve on all consortium committees and will be the primary contact person for all communications with the State of Minnesota at the postsecondary level and will be a non-voting member of the consortium. The sixteen consortium high schools shall supervise one secondary liaison who serves on the leadership team. Member high schools shall appoint one liaison to act as the Secondary Carl Perkins Coordinator. This person will be the primary contact person for all communications with the State of Minnesota at the secondary level and will represent the northern consortium schools of Duluth East, Duluth Denfeld, Esko, Cook County, Hermantown, Proctor, Silver Bay and Two Harbors High School. One additional liaison will represent the southern consortium schools of Barnum, Carlton, Cloquet, Cromwell-Wright, Fond du Lac, McGregor, Moose Lake, and Wrenshall. The Secondary Carl Perkins Coordinator and southern school liaison will be non-voting members of the consortium.

Article 4: Voting Procedure and Agenda The individuals identified in Article 2: Governance Board will constitute the entire allowed voting bloc for the consortium with a simple majority of members in attendance required for passage of most agenda items. A quorum of consortium members—eleven—must be present to act on any agenda items. Any items

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

Article 5: Goals and Guidelines
Goals: Designing & Implementing Programs of Study: Goals, Objectives and Strategies Effectively Utilize Employer, Community and Education Partnerships Improve Service to Special Populations Provide a Continuum of Service Provision for Enabling Student Transitions Sustain the Consortium of Secondary and Postsecondary Institutions
Guidelines: Perkins funds per consortia schools/institution does not automatically roll over each year Consortia schools/institution must be part of grant planning each year in order to receive funds Will follow the Carl Perkins mandates, rules, directions and guidelines as established in Perkins V The consortium will utilize input from high school and college faculty, counsellors, administrators, and the program approval process to select programs to receive support The budget and all priorities will be decided by discussion and vote at consortium meeting The consortium will focus funding efforts on classroom programs that are taught by a certified CTE instructor and in course areas that are program approved The seven elements of state recognized program of study will serve as the guiding pathway for the consortiums' efforts in the evaluation of the POS process Support CTE program equipment upgrades Support school and work-based learning opportunities Support career counseling and guidance Support professional development Support continuous program improvement Support student attainment of academic and technical skills

Article 6: Standing Committees
 In December individuals will be identified by the consortium for grant planning. These individuals may, but are not required, to be voting members of the consortium. This grant writing committee will have representation from: Superintendent's selection One northern and one southern CTE instructor Duluth CTE instructor Three LSC representatives Secondary Carl Perkins Coordinator Postsecondary Carl Perkins Coordinator Proposed budget will be presented to the consortium at the March meeting for discussion. Voting to approve budget will occur at the April Meeting. Once approved by the Consortium School Superintendents and the Lake Superior College President the Postsecondary and Secondary Carl Perkins Coordinators will submit a budget to the State of Minnesota. In April individuals will be identified by the consortium to review bylaws. These individuals are required to be voting members of the consortium. Bylaws committee for consortium: Administrator CTE instructor Secondary Carl Perkins Coordinator Postsecondary Carl Perkins Coordinator Any proposed changes to bylaws will be presented at the October meeting of consortium, discussed and voted on at the next scheduled consortium meeting. Any amendment to these bylaws must be approved by a super majority of two thirds of the entire nine member consortium board.

Article 7: Budget Presentation to Consortium
 At the October meeting of the consortium the leadership team will present all expenditures from the previous fiscal year's budget. Fiscal Host Secondary - Proctor Public Schools Post-Secondary - LSC Item Approval Under \$1,000 - Leadership Team does not need board approval \$1,000+ - Leadership Team needs board approval (in person or via email)

Article 8: Presentation to Consortium School Boards
 Over the course of the school year the Postsecondary Carl Perkins Coordinator and/or Secondary Carl Perkins Coordinator will be collecting information to report or present to each consortium school board (except Duluth) in August or September. Included in that report will be: How money was spent in their specific school that fiscal year Copy of grant for the next fiscal year for secondary schools In addition, the Postsecondary Carl Perkins Coordinator will encourage any CTE instructors from that specific school to attend that board meeting if a presentation is given. The Lake Superior Carl Perkins Consortium adopted bylaws on December 17, 2014 Revised Lake Superior Carl Perkins Consortium bylaws on May 21, 2020 Revisions approved by the Lake Superior Carl Perkins Consortium Board on March 22, 2021

Postsecondary Expenditures: Expenditure 1 - Coordinator Salary/Fringe - \$83,000 Roles and Responsibilities · Postsecondary: Identify the needed for a consortium leader that will meet the needs of the Perkins Grant Required Uses of Funds - Section 135 (b) subparts: 1-6 CLNA - Element #1-5 Start & end dates: FY22 Expenditure 2 - Consortium/Meeting/Travel Expenses Roles and Responsibilities · Postsecondary will make sure that the funds will be utilized in accordance with MN State rules and regulations. Required Uses of Funds - Section 135 (b) subparts: 1-6 CLNA - Element #1-5 Start & end dates: FY22 Expenditure 3 - Indirect cost 5% - \$12,253.99

Secondary Expenditures: Expenditure 1: Consortium Leader Stipend - \$42,000 (303) Section 135 (b) subparts: 1-6 Expenditure 2: Secondary Admin (5%) (\$8800) (303) Section 135 (b) subparts: 1-6 Expenditure 3: Cost of substitutes and travel to Perkins meetings to sustain the consortium. - \$500 (366) Sec.135: (2E, 6) Expenditure 4: Coordinator Travel and Professional Development. - \$4,500 (366) Sec.135: (2A-J) Expenditure 5: Program Approval meetings. - \$1,000 (366) Sec.135: (2A-E, 6)

CLNA: Element #1: Student Performance on Required Performance Indicators
Element #2: Program Size, Scope, and Quality to meet the needs of all students
Element #3: Progress towards the Implementation and Improvement of CTE programs of Study (POS)
Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups
Element #5: Progress towards equal access to CTE programs for all students

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

Narrative 11: Reserve Funds (RF)

RF

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--

(1) in—

- (A) rural areas;**
- (B) areas with high percentages of CTE concentrators or CTE participants;**
- (C) areas with high numbers of CTE concentrators or CTE participants; and**
- (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(III); and**

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

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

No change Postsecondary Expenditures: Expenditure 1 - Industry Standard Equipment - Postsecondary will request input for advisory boards to indicate what new and innovative equipment is needed for our POS. Having up-to-date industry standard equipment is essential to ensure that students graduating will have the necessary skills to succeed within industry. Programs will then submit their request to the board for approval. \$22,699.68 Roles and Responsibilities · Postsecondary: Identify the needed equipment and staff development and then instruct students using said equipment · Business/Industry: Continue collaboration with Advisory Board Committees and use the information to provide support and feedback between stakeholders as to industry standards in equipment. Required Uses of Funds - Section 135 (b) subparts: 3 CLNA - Element #2 Strategy 1: Equipment is needed to meet and stay in alignment with advisory board recommendations, industry, and industry standards. Start & end dates: FY22 Expenditure 2 – CTE PSEO by Contract Courses – LSC would offer 3-5 sections of classes that are open ONLY to high school students. These courses would be primarily online or hybrid and would be piloted within our consortium schools. This pilot project will all us to work on pathways from secondary to postsecondary while giving rural schools options within their course listing. \$15,000 Roles and Responsibilities · Postsecondary will collaborate with K12 on offering CTE courses via PSEO by contract model specifically for secondary schools. Required Uses of Funds - Section 135 3, 5a,c,l,t CLNA - Element #3 Strategy 4 Modification of a Career Pathway - offer wider avenues to pathway participation and completion in CTE. Start & end dates: FY22 Expenditure 3 – Evening Career Exploration Events focusing on special populations - \$20,000 Roles and Responsibilities · Postsecondary will collaborate with Workforce and K12 on evening career exploration events focusing on special populations. Required Uses of Funds - Section 135 (1A, 1B – subpart E,F) CLNA - Element #5 Strategy 5: Increase opportunities to special populations through special programming, camps, and other nontraditional training. Start & end dates: FY22 Expenditure 4 – Introduction to Healthcare Careers Course – Development of a hybrid course that would focus specifically on careers within the healthcare sector (Goal would be to have 4 days online and one day within industry). This way we could offer it to any rural school. We plan to pilot this with Proctor Schools Spring of 2022 - 50% of Proctor’s freshman and sophomore class have indicated they are interested in the Health Science Field. Proctor is in the midst of starting a HOSA Chapter and has STRONG support from industry. This course could/would lead students towards medical terminology, human anatomy and physiology courses or even our EMT Program. - \$5,000 Roles and Responsibilities · Postsecondary will collaborate with K12 to develop an introductory course around Healthcare careers with a hands-on component with local industry. This course will help students to understand the many pathways that can lead to healthcare. Required Uses of Funds -- Section 135 3, 5a,c,l,t CLNA - Element #3 Strategy 4 Modification of a

Career Pathway - offer wider avenues to pathway participation and completion in CTE. Start & end dates: FY22

Expenditure 5 – Indirect cost 5% - \$3,299.98 Secondary Expenditures Expenditure 1: Laser Engraver - Duluth East Manufacturing program \$25455. (530) This equipment will add rigor to the Advanced Engineering and Manufacturing classes and eliminate bottlenecks in these in-demand classes with a large number of students, including many special population students. Sec.135: (1B, 1C, 1E, 1F, 5A, 5B, 5D, 5E, 5L, 5M, 5N, 5O, 5Q) CLNA - Element #2 Strategy 1: Equipment is needed to meet and stay in alignment with advisory board recommendations, industry, and industry standards. Expenditure 2: 96” Deli Case - Duluth Denfeld Culinary program \$11,789.89. (530) The Culinary program at East has completed curriculum redesign and is working toward becoming a State Recognized POS. The industry standard case will provide students with real-world experience in maintaining food quality and safety, along with providing good customer service. Sec.135: (1B, 1C, 1E, 1F, 5A, 5B, 5D, 5E, 5L, 5M, 5N, 5O, 5Q) CLNA - Element #2 Strategy 1: Equipment is needed to meet and stay in alignment with advisory board recommendations, industry, and industry standards. Expenditure 3: Commercial Refrigerator and Freezer - Cloquet Culinary program \$3,650. (530) The Culinary program at Cloquet will be a part of developing State Recognized POS in the Culinary field for our consortium. The industry standard refrigerator and freezer will provide students with the experience in monitoring and maintaining food quality and safety as they gain skills in the restaurant industry. Sec.135: (1B, 1C, 1E, 1F, 5A, 5B, 5D, 5E, 5L, 5M, 5N, 5O, 5Q) CLNA - Element #2 Strategy 1: Equipment is needed to meet and stay in alignment with advisory board recommendations, industry, and industry standards. Expenditure 4: Industry-recognized credentials - Duluth East and Denfeld Manufacturing program \$7,500. (461) Students have the opportunity to earn a range of industry recognized credentials (CSWA, CSWP, CSWA-SD, SCWPA-WD, CSWA-FEA, CSWA-AM) through these in-demand classes with a large number of students, including many special population students. Sec. 135: (3, 4A, 5A, 5D, 5F, 5J, 5L, 5M, 5S) CLNA: Element #1: Student Performance on Required Performance Indicators Element #3 - Progress towards the Implementation and Improvement of CTE programs of Study (POS) Strategy 1 Element # 5- Progress towards equal access to CTE programs for all students Strategy 5 Expenditure 5: Work-based Learning Development - Consortiumwide \$6,209.53. (303) With the increased focus on WBL in the state and its addition as a Performance Indicator, funds will be used to support professionals and programs working to provide these opportunities for students. Sec. 135: (3), CLNA: Element #1: Student Performance on Required Performance Indicators Element #2 - Program Size, Scope, and Quality to meet the needs of all students Expenditure 6: Program of Study Development - Consortiumwide and Health Occupations \$6,684.24 (303) Funds will be used to assist programs in maintaining or developing State Recognized Programs of Study. Sec. 135: (3, 5 A-T) CLNA: Element #1: Student Performance on Required Performance Indicators Element #2 - Program Size, Scope, and Quality to meet the needs of all students Element #3 - Progress towards the Implementation and Improvement of CTE programs of Study (POS) Element #4 Improving recruitment, retention, and training of CTE professionals, including underrepresented groups Element # 5 - Progress towards equal access to CTE programs for all students Expenditure 7: Professional Development - Culinary \$4500 (366) Funds will be used in the Culinary area as they work to improve and enhance the Programs of Study. Sec. 135: (2A, 2C, 2E, 2F, 2G, 2H, 2I) Element #3 - Progress towards the Implementation and Improvement of CTE programs of Study (POS) Element #4 Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Expenditure 8: Secondary Admin (5%) (\$3200) (303) Narrative 11. CLNA: Element #1 - CLNA; Element #2 - Program Size, Scope, and Quality to meet the needs of all students; Element #3- Progress towards the Implementation and Improvement of CTE programs of study (POS); (Strategy 1,4); Element #4 - Improving recruitment, retention, and training of CTE professionals, including underrepresented groups; Element #5 - Progress towards equal access to CTE programs for all students.) (Strategy 1,2,3,5). Sec.135: (1-6)

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	3500
Postsecondary Subtotal	3500
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	2200
Secondary Subtotal	2200
TOTAL	5700

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
Jill Murray	Coordinator	Postsecondary		100%	83000
Dalton	CLA	Postsecondary		100%	35000
To be determined	Accounting Tutor	Postsecondary		100%	8000
To be determined	PTA Military Bridge Program Tutor	Postsecondary		100%	8000
Leah Bott	Coordinator	Secondary	332058	25%	24000
To be determined	Southern Schools Coordinator	Secondary		100	18000

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

MNSCU AP 1 - Perkins

Position Description

Dalton Gust PD

Position Description

CLA 2 -Tutor Accounting

Position Description

CLA 2 - PTA Military bridge - Draft

Position Description

Lake Superior Secondary Perkins Job Description_ Southern (Carlton+2) Schools Coordinator (1)

Position Description

Perkins Lead Coord. Secondary Job 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):

Statements of Assurance 2021

Secondary Supplemental Budget:

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

Consortium Consolidated Equipment Inventory

Lake Superior Consortium Equipment Inventory1

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)		
f. Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Secondary Non-Personnel CLNA	\$2,000.00	\$2,000.00
Subtotal	\$5,000.00	\$5,000.00
B) Narrative 2: Programs of Study		
f. Postsecondary Non-Personnel	\$35,000.00	\$35,000.00
Secondary Non-Personnel POS	\$44,341.74	\$44,341.74
Subtotal	\$79,341.74	\$79,341.74
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
f. Postsecondary Non-Personnel	\$25,000.00	\$25,000.00
Secondary Non-Personnel	\$38,900.00	\$38,900.00
Subtotal	\$63,900.00	\$63,900.00
D) Narrative 4: Integrated Academic and Technical Skills		
f. Postsecondary Non-Personnel	\$600.00	\$600.00
Secondary Non-Personnel	\$17,253.00	\$17,253.00
Subtotal	\$17,853.00	\$17,853.00
E) Narrative 5: Special Populations		
e. Postsecondary Personnel (Salary and Benefits)	\$51,000.00	\$51,000.00
f. Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
Secondary Non-Personnel	\$1,500.00	\$1,500.00
Subtotal	\$56,500.00	\$56,500.00
G) Narrative 7: Early College		
f. Postsecondary Non-Personnel	\$15,100.00	\$15,100.00
Subtotal	\$15,100.00	\$15,100.00
H) Narrative 8: Support to Professionals		
f. Postsecondary Non-Personnel	\$11,125.72	\$11,125.72
Secondary Non-Personnel	\$16,547.89	\$16,547.89
Subtotal	\$27,673.61	\$27,673.61
J) Narrative 10: Consortium Governance		

	Grant Funded	Total Budgeted
h. Postsecondary Admin (5% max)	\$12,253.99	\$12,253.99
e. Postsecondary Personnel (Salary and Benefits)	\$83,000.00	\$83,000.00
f. Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Secondary Admin (5% max)	\$8,800.00	\$8,800.00
Secondary Non-Personnel	\$6,000.00	\$6,000.00
Secondary Personnel - Stipends	\$42,000.00	\$42,000.00
Subtotal	\$157,053.99	\$157,053.99
K) Narrative 11: Reserve Funds		
e. Postsecondary Personnel (Salary and Benefits)	\$40,000.00	\$40,000.00
g. Postsecondary Equipment	\$22,488.68	\$22,488.68
h. Postsecondary Admin (5% max)	\$3,299.98	\$3,299.98
Secondary Admin (5% Max)	\$3,200.00	\$3,200.00
Secondary Non-Personnel	\$62,588.66	\$62,588.66
Subtotal	\$131,577.32	\$131,577.32
Total Proposed Cost	\$553,999.66	\$553,999.66

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$553,999.66	\$553,999.66
Subtotal	\$553,999.66	\$553,999.66
Total Proposed Revenue	\$553,999.66	\$553,999.66

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)

f. Postsecondary Non-Personnel

Funds to support the collection of data for the CLNA.

Secondary Non-Personnel CLNA

Funds to support the collection of data for the CLNA.

B) Narrative 2: Programs of Study

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

f. Postsecondary Non-Personnel

Funding to support CTE Clubs, and Summer Camps.

Secondary Non-Personnel POS

Funds to support POS through equipment, club support, field trips, and industry programs.

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

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

f. Postsecondary Non-Personnel

Funding to support the development of career exploration courses that lead directly into workforce supported programs. Career Wheel Project - Marketing/Standardized look to career fields

Secondary Non-Personnel

Workforce and Industry events and MCIS.

D) Narrative 4: Integrated Academic and Technical Skills

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

f. Postsecondary Non-Personnel

ASE Entry Level TSA

Secondary Non-Personnel

Funding for TSA and industry credentials.

E) Narrative 5: Special Populations

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

e. Postsecondary Personnel (Salary and Benefits)

CLA - Carpentry Tutor - Accounting Tutor - PTA Military Bridge Program

f. Postsecondary Non-Personnel

CLA Travel to secondary schools Disabilities Event College for a Day

Secondary Non-Personnel

Summer Camps and Fired Up About Welding.

G) Narrative 7: Early College

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

f. Postsecondary Non-Personnel

Career Nights Explore LSC Day HS Visits LSC Sponsored Competitions CTEcreditMN.com

H) Narrative 8: Support to Professionals

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

f. Postsecondary Non-Personnel

Instructor Professional Development Coordinator Professional Development/Travel

Secondary Non-Personnel

Instructor Professional Development.

J) Narrative 10: Consortium Governance

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

e. Postsecondary Personnel (Salary and Benefits)

Coordinator Salary/Benefits

f. Postsecondary Non-Personnel

Travel/Meeting/Consortium Expenses

Secondary Personnel - Stipends

Stipend for Coordinators (2).

Secondary Non-Personnel

Travel, subs, and Program Approval costs

Secondary Admin (5% max)

Fiscal Host

K) Narrative 11: Reserve Funds

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

e. Postsecondary Personnel (Salary and Benefits)

Development of Healthcare Careers Course CTE PSEO by Contract Courses Evening Career Exploration Events

g. Postsecondary Equipment

New and Innovative equipment to meet industry standards.

h. Postsecondary Admin (5% max)

Indirect

Secondary Admin (5% Max)

Fiscal Host

Secondary Non-Personnel

Equipment, Career Exploration and WBL Development, POS Development, and TSA.