Minneapolis Consortium

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

Submitted by Sandra Gonzalez

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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
Minneapolis Consortium

Award Requested
$1,319,834.21

Total Award Budget
$1,319,834.21

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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."

The Minneapolis Consortium has had extensive discussions for the new CLNA which included a detailed spreadsheet outlining all aspects to be included in the CLNA and responsible parties.

Consortium leadership met with RealTime Talent to discuss not only the CLNA but also a project for strengthening ties with local business and industry stakeholders. The plan for improving community connections includes the stakeholder engagement sessions for the CLNA and is further explained in Narrative 11.

All other aspects of the CLNA will fall under Narrative 1. The college determined it could locate most data for other elements by leveraging its Institutional Effectiveness department, annual program reviews and other resources.The IE department produces numerous reports and conducts several surveys each year in addition to accepting research and survey requests from various departments. The college will lean heavily on this resource and departmental offices, but also will dedicate staff to research external resources such as DEED and system office data.

The district, however, has been in the midst of potential change of leadership and a shortage of staffing, at least temporarily, and has determined to invest more significantly in RealTime Talent services. Consortium leadership decided the best way to meet the needs of both the college and the district would be to contract with RealTime Talent on a modular basis. Minneapolis College is dedicating $3,000 in Perkins funds to non-stakeholder portions of the CLNA, while Minneapolis Public Schools will appropriate $18,000 to a RealTime Talent contract for portions outside of the stakeholder elements.

Minneapolis College is asking RealTime Talent to gather local workforce data on specific programs outside of our shared programs of study. In FY22, MPS will contract with RealTime Talent to provide these aspects of secondary data for the CLNA.

- Summary insights of student performance data analysis required by MDE (note abbreviated deeper-dive of analysis expanding Element 1; dependent on data to be provided by the Minneapolis Perkins Consortium for analysis by RealTime Talent.

  - Executive summary analysis of student performance summary tables and career field breakdown from tables and framework provided by Minneapolis Public Schools

- Labor Market Analysis

  - Summary analysis of labor market data (update to Element 2)

  - Forecasted employment and talent shortage estimates for key occupations by Career Field (alternate forecasting)—3-5 yrs

  - Occupation gaps and award gaps by career field

  - Definitions and analysis of high-wage, high-skill, high-demand, and high opportunity occupations

  - Youth-friendly occupations and pathways/lattices to high-opportunity careers

- Programs

-
  Alignment of existing CTE programming to Labor Market Demand—Size, Scope, and Quality

-
  Initial overview of consortia's progress toward equal access to CTE programs for all students based on student performance data provided, SLEDS, and local labor market opportunities

-
  Priority areas to address equity issues

-
  Opportunities for work-based learning, industry certifications, early postsecondary, and career development

The Minneapolis Consortium believes this plan will result in qualitative and quantitative data that will meet with Perkins V local needs assessment requirements while also aiding the Consortia in decision-making as it examines the scope, size and quality of its programs.

Narrative 1: Expenditures align with the following Perkins V Use of Funds Categories

(2) Professional Development. (B) PD - labor market

(2) Professional Development. (D) PD - admin support

(5) Increase Student Achievement in POS. (R) Contracted services

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

Narrative 2: Programs of Study (POS)

POS

Rather than "no change," the Consortium suggests 'little change' in the use of funds to support programs of study. While the Minneapolis Consortium has more than seven programs that meet qualifications, no changes are planned for the seven state-approved programs of study, **based on joint discussions of how these programs continue to align with both institutions and continue to help students pursue a streamlined pathway. While new, potential shared pathways have been discussed in the Consortium, the major focus of funding is to continue strengthening the pathways identified in Year One of the Perkins plan.**

The Consortium leaders have discussed the role of Education programming within our institutions. MPS has a strong pathway for students taking Education courses as concurrent enrollment, directly leading to the Education program at the college. However, Education is not presented as a program of study for the Consortium, as MPS does not categorize their Education courses as CTE. For this reason, Education initiatives are included in Perkins programming for the college, but at the district level are funded through other district resources. Nonetheless, both institutions are dedicated to continuing and expanding upon this important pathway for students.

Awareness of CTE programs. As in the first year of the two-year plan, the Consortium will work to expand awareness of CTE programming and opportunities. Examples include:

- Social media focusing on the value of CTE courses and options

- Videos and brochures highlighting specific CTE programs, including joint programs of study

- Events on the college and district campuses

- Professional development for department and senior leaders on the value of CTE

- Revision and promotion of secondary course catalogs to reflect new programs of study

- CTE courses offered via Online Learning in the district

- Info nights at the college

Industry Standard Equipment/Software. Perkins funding will continue to support emerging technologies, software and equipment that will bring the technical abilities of our Consortium's students to industry standards and beyond for both online and in-person CTE courses on both secondary and postsecondary campuses. Welding equipment for Minneapolis College will help the college to expand capacity by adding a new cohort of students, in conformance with CLNA indications of high need for welding employees in the next five years in the metro area. A non-exhaustive list of other equipment for both secondary and postsecondary includes:

- Surface grinders plus "magnetic chuck" for Machine Tooling (phase 2 of project)

- Health Science Technology simulation equipment

- VEX5 engineering training equipment

- Manual and CNC lathes and mills

- Plasma water table

- Arc welding machines; curtains; hardware needed for installation

- Headset and sensors for the new Architectural Virtual Reality and Rendering program

- Training systems for the Aircraft Maintenance Technician program - for compliance with new FAA Part 147 regulations that went into effect in March of 2021. (The CLNA for the Consortium referenced a shortage of workers in aircraft mechanics and cited $50,199 as a median wage in October 2018.)

Minneapolis College plans to revive its summer camps. Funds will support planning, registration information and processing, and materials in the Spring of 2022 in preparation for the camps in early FY23. The college is expanding camps to include Information Technology and Education as well as programs from the School of Visual Arts and Design. **All of the programs for the camps are shared programs within the consortium. For example, the Architectural Technology and Photography programs are tied by articulation agreements between the secondary and postsecondary. The Apparel program, according to our CLNA, are connected through MPS digital and design software courses.**

Minneapolis College also will continue with its Career Navigator position, whose responsibilities include providing career exploration and navigation support to high school and Minneapolis College students enrolled in career and technical education programs.

In a new initiative for Year Two, the college's Apparel program is taking a fresh approach to its highly popular fashion show. The program plans to increase exposure and expand awareness of the program by using technology to provide a live, interactive experience electronically while still allowing for in-person attendance. Perkins funds ($10,000) would only fund a portion of the new technology required for this expansion initiative and not support any aspect of the in-person portion of the show. The CLNA for the Consortium outlines the connection between several MPS design and digital software courses that can lead students into Apparel Technologies at the college (p. 57).

Strengthening program advisories. Minneapolis College is undertaking a new initiative to improve its program advisories, based on the updated advisory handbook published by the state earlier this year. Many of the college's programs have strong and engaging advisories, while others have gone stale. Leading and maintaining advisories are the responsibility of program faculty members. Funds ($9,000) will provide training on ensuring a right fit with advisory members, running effective advisory meetings and implementing feedback. **Priority programs for this support will be those based on the Consortium's state-approved programs of study.**

POS Development, implementation and support. Minneapolis Public Schools will engage in a leveraged pilot to embed quality learning experiences associated with work-based learning, career readiness and employability skills within courses taken through the district's Credit Recovery department. Consortium funds will not be used for this project.

In an effort to increase access to courses to all students Minneapolis Public Schools will implement the Agriculture, Food, and Natural Resources and Law and Public Safety programs of study beginning in the fall of SY22 through their Online Learning school platform for offering courses. Per the district's Comprehensive District Design initiative these programs will be relocated to Edison High School after the site is renovated to accommodate physical changes to the building. Introductory courses in these programs will remain as an online option in subsequent years when these programs are relocated to ensure equitable access.

The college will continue to fund efforts to strengthen ties in law enforcement. **MPS and Minneapolis have had extensive discussion on joint planning for MPS' new law enforcement program of study, which will include articulation of credits and potential for concurrent enrollment credits. This may be presented as a new state-approved program of study in future applications.**

MPS has also committed to increasing district support of the state approved programs of study by increasing their expected use of the Career and Technical Education Levy from 27.4 fte to 32.1 fte in SY2021-22. This increase in the use of district General Funds is in alignment with the most recent CLNA. Other than staffing for the two pending programs of study in AFNR and Human Services, state approved programs of study that will gain fte allocations are Health Science Technologies (Therapeutic Services), WBL, and Business, Management, and Administration.

Narrative 2: Expenditures align with the following Perkins V Use of Funds Categories

(1) Career Exploration/Career Development (A) Career awareness

(1) Career Exploration/Career Development (B) Career and labor market information

(1) Career Exploration/Career Development (E) Knowledge of career opportunities

(2) Professional Development. (A) PD - CTE aligned to academic standards

(2) Professional Development. (G) PD - Universal design, spec ed accomodations

(3) Technical Skill Development.

(4) Integration of Academic Skills. (A) Secondary - academic skills

(5) Increase Student Achievement in POS. (A) Curriculum alignment

(5) Increase Student Achievement in POS. (B) Advisories

(5) Increase Student Achievement in POS. (E) Work-based learning

(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration

(5) Increase Student Achievement in POS. (M) STEM connection

(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

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."

The Minneapolis Consortium has little change for funding in this area.

In the past, Minneapolis College has used Perkins funds to support conference attendance that was designed for workforce agency and employer collaboration. However, the college has found other funding streams to support these efforts.

While both Minneapolis Public Schools and Minneapolis College will continue to collaborate with workforce agencies and employers, neither will be allocating funds for this Narrative in FY22.

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."

While continuing to support investment into equipment that will address emerging technical skills, the Minneapolis Consortium is changing some aspects of its support for integrated academic and technical skills.

Digital Badging. Minneapolis College is implementing a digital badging program operated by Career Services. Digital badges, or microcredentials, are a graphical representation of a person's abilities and competencies, combined with a verifiable description of the knowledge and activities required to earn it. They are highly visual and optimized for sharing on social media channels and professional networks. Digital badges can be aligned with industry standards and provide an opportunity for employers to take a deeper dive into their candidate pools. The position description for the Assistant Director of Career Services has been rewritten to take charge of this program and that portion of duties for CTE students will be supported by Perkins. While no longer supported by Perkins, the other portion of the Assistant Director of Career Services position includes continued support for veterans and other special populations. Funds for digital badging include a video to spread awareness of the program and help students understand the benefits.

Online instructional design position. Minneapolis College will continue to pursue an online instructional design position to help CTE instructors not just adjust and adapt their courses to online teaching of CTE courses, but to redesign courses with online learning in mind for maximum student success. This position was included in the FY21 Perkins plan, but a lack of a qualified candidate pool has delayed hiring this position. The college hopes to do so in FY22.

Technology Integration in Secondary CTE. In the 2020-21 school year Minneapolis Public Schools invested 100% of its reserve funds to hire a CTE Teacher on Special Assignment (Gabriel Pass) to improve technology integration and develop other hybrid instructional models. This position will now be funded entirely with **Perkins** Secondary BASIC (428) funds during FY22 to continue work identified in Narratives 4 and 11 of this original grant and further adapt to new district practices that will require teachers to deliver curriculum simultaneously in-person and online during the exact same hours of the school day.

This change in funding **from the use of Reserve funds to Basic** for the **(Gabriel Pass)** position will allow the Consortium to focus all of its reserve funds on joint projects and continue support of the five elements of the CLNA. This **Perkins** expenditure **for salary** will be a total of **$81,600** ($106,675.68 salary, benefits, fringe).

Narrative 4: Expenditures align with the following Perkins V Use of Funds Categories

(2) Professional Development. (A) PD - CTE aligned to academic standards

(2) Professional Development. (G) PD - Universal design, spec ed accomodations

(2) Professional Development. (H) PD - MTSS, PBIS, cultural competency

(3) Technical Skill Development.

(4) Integration of Academic Skills. (A) Secondary - academic skills

(4) Integration of Academic Skills. (B) Postsecondary - academic skills

(5) Increase Student Achievement in POS. (A) Curriculum alignment

(5) Increase Student Achievement in POS. (D) Purchase mat'ls/equipment/software

(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration

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."

The Minneapolis Consortium is embarking on various projects to support special populations. No initiative changes are scheduled for MPS.

Employee tuition reimbursement. Students from low income backgrounds will benefit from a tuition reimbursement project at Minneapolis College. This does not involve tuition reimbursement from the college. The department of Career Services will reach out to employer partners to identify those who offer tuition reimbursement for their employees. At the same time, the department will help students consider the benefits to completing their programs and to seek positions connected to employer-provided tuition reimbursement. In addition to helping students economically, this project will help the college build stronger partnerships with regional employers. **The majority of funds will help increase awareness of employee tuition opportunities to students in CTE programs. While students of all economic levels will benefit from this initiative, as stated, the target population are those from low income backgrounds.**

Mentorship program. While available to all students, CTE students from special populations benefit the most from the college's Career Ready Mentorship Program. The college will create and distribute a video with a focus on CTE students and programs to expand their awareness of the program and highlight the benefits of connecting with a professional mentor throughout the academic year to build one's career self-efficacy and social capital opportunities. **During FY21, the program focused on students in ITEC, Business, Accounting and Web/Graphic programs. This year, efforts will be made to expand to Criminal Justice, Human Services and Addiction Counseling, though funds will support all of these programs. The major goal is retention for students. Students who use English as a Second Language, as well as those from underrepresented groups, gain support in having someone who understands their struggles and their cultural traits and nuances to help keep them motivated and when needed, accountable. This project will benefit from analysis of data to demonstrate the effectiveness of the program, comparing retention (the primary expected outcome) for students who receive mentorship services to those who don't. Data will be broken down to measure whether the video successfully increased numbers of students from underrepresented groups or who speak English as a second language. We will analyze and compare how the outcomes for these groups, in particular, compared to the general population of students participating in the program. Analysis will drive a plan for improved strategies and approaches.**

Improving access to CTE for all populations. In an effort to increase access for special populations and increase CTE student readiness in non-traditional fields of study, Minneapolis Public Schools will continue all work in Narrative 5 identified within the FY21 annual grant application. In support of the CDD and CLNA the district continues investment of non-Perkins funding to reconfigure existing district buildings and infrastructure beginning with North High School. **MPS currently has dedicated $26.2 million of non-Perkins funds to renovate North High School spaces that will house CTE programs of study.** Additional district non-Perkins resources will be used to engage staff, teachers, students, community and industry representatives in the engineering and architectural plan development. Total renovation cost of North High School is expected to be approximately $83.5 million of non-Perkins funds over the next three years.

The work identified above is in support of MPS creating three CTE centers with transportation provided to all students to increase access for all students to the Consortium's state approved secodnary programs of study. Concurrently, beginning in the 2022-23 school year MPS will invest additional non-Perkins funds to renovate spaces that will house CTE programs at Edison and Roosevelt high schools to create their final two CTE centers.

Narrative 5: Expenditures align with the following Perkins V Use of Funds Categories

(2) Professional Development. (A) PD - CTE aligned to academic standards

(2) Professional Development. (C) PD - POS training support

(2) Professional Development. (E) PD - close achievement gaps

(5) Increase Student Achievement in POS. (C) College credit

(5) Increase Student Achievement in POS. (D) Purchase mat'ls/equipment/software

(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration

(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading

(5) Increase Student Achievement in POS. (K) Counseling/career guidance

(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

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."

The Minneapolis Consortium has a strong history of providing students the opportunity to experience work-based learning. At the college, the Career Services department will continue their work in joining students to internships and other work-based learning opportunities. Several academic departments embed work-based learning into their programs. The school district has long partnered with Step-Up and other organizations to provide a wide variety of experiences for students, from job shadowing to paid internships.

In a new initiative, the Minneapolis College School of Design and Arts plans to build and strengthen its partnership with The BrandLab to connect underrepresented students for opportunities in the design industry, especially for those in the college's Graphic Design: Digital and Print Media program.The Brand Lab's mission is "to change the face and voice of the marketing industry. We envision an industry that thrives with the creativity and insights of all." https://www.thebrandlab.org/ The college believes a closer alliance with BrandLab, particularly through internships, will help diversity the design industry and provide students with a stronger sense of belonging in the field.

With a return to in-person learning expected during FY22, Minneapolis Public Schools plans to offer all initiatives identified in the FY21 grant request and will not change the secondary Perkins budget for Narrative 6. **In the FY21 application MPS endeavored to increase access to the MPS Work-based Learning. Some examples of these efforts identified in FY21 plan that will continue in the FY22 plan are:**

Virtual Job Shadow -

Funding the third year of use for Virtual Job Shadow at both the middle and high school grades in support of continued to invest in access for all students, teachers, and content areas in grades 6-12 to have access to Virtual Job Shadow and develop strong connections between core academic subject areas, career exploration, and access to quality high school CTE programming. This investment will include "train the trainer" and a co-teaching model of support to our middle school and high school teachers as they learn to embed this valuable tool in their classrooms and explore the world of work with their students.

Expanded Middle School Career Exploration Activities -

In accordance with the SEC. 135 Local Uses of Funds (b)(1)(A), MPS will be designing more intentional career exploration activities for students enrolled in grades 6, 7, and 8. In SY21, the Consortium will incorporate a career speaker series in collaboration with Junior Achievement (JA) that will assist middle school students to identify skills and interests, recognize career clusters, and make connections between core academics and the world of work. Guest speakers will share their job experiences and stories to offer insight and guidance for career education and make strong connections to core language arts and mathematics skills used in their profession. The guest speaker event series will include teacher-led pre and post activities, including activities that require students to research jobs and background related to each guest speaker's profession, create a career cluster scavenger hunt for their peers, report out on the most significant things they learned from the speaker event, and how to communicate using proper business letter writing communication skills. Research is also underway to determine if middle school career exploration activities could be expanded to include Junior Achievement's BizTown and Finance Park in FY22 and beyond. Only ⅓ of the total cost for this collaborative endeavor with Junior Achievement to provide career exploration opportunities for MPS middle school students will be funded by the Perkins grant. The remaining ⅔ will be funded through JA philanthropic funds for MPS (value of approx. $71,760).

Overview of potential expansion of middle school career exploration in FY22 -

Junior Achievement's BizTown is a 12,000 square foot simulated city where several weeks of classroom learning culminates in a day-long visit to this experiential learning lab where students become adults for a day. By working in one of 18 JA BizTown shops - that represent careers from all six Minnesota career fields - students learn what it takes to run a successful business, manage a debit card and checking account, and work as a team. Volunteers are paired with small groups of students to help them make important business and personal finance decisions in their assigned JA BizTown shop. Through daily lessons, hands-on

activities, and active participation in this simulated economy, students develop a strong understanding of the relationship between what they learn in school and how it can be applied in the "real world." Junior Achievement's Finance Park will give middle school students an opportunity to develop personal money management skills, acquire personal finance knowledge and prepare for financial decisions and challenges in their adult lives. JA Finance Park introduces students to personal finance and career explorations through classroom instruction complemented by a day long hands-on experience where students apply learned concepts in a life-like community. During this one-day experience, students assume family and income scenarios and visit businesses to gather information for their personal financial decision-making. They use bank services; contribute to charities; purchase housing, transportation, furnishings, food, health care, and other expenses; and make investment decisions, while working to balance their budgets.

High School Guest Speaker Series -

Similar to the Guest Speaker Series proposed for the middle grades (6, 7, 8) MPS will collaborate with Junior Achievement to design a Program of Study specific guest speaker opportunities for students currently enrolled in our CTE programs. Approximately 3,000 9th - 12th grade CTE students across the district will engage in a guest speaker 2.5 - 3 hour event each semester. Each event will be hosted on-site within our CTE classrooms and labs with hands-on activities, engaging conversations with business professionals, and a focus on expanding students' understanding of the most in-demand workforce needs of the region. Intentional connections to core mathematics and/or language arts academic skills as well as career-specific technical skills will be made through pre- and post- lessons led by the classroom teacher and interactive activities led by the guest speaker on the day of the event. Only ⅓ of the total cost of this collaborative endeavor with Junior Achievement to provide career exploration opportunities for MPS high school students will be funded by the Perkins grant. The remaining ⅔ will be funded through JA philanthropic funds (value approx. $60,000).

Narrative 6: Expenditures align with the following Perkins V Use of Funds Categories

(1) Career Exploration/Career Development Activities. (A) Intro career exploration

(1) Career Exploration/Career Development Activities. (B) Labor market data

(1) Career Exploration/Career Development Activities. (C) Graduation/career planning

(1) Career Exploration/Career Development Activities. (D) Graduation/career planning

(1) Career Exploration/Career Development Activities. (E) Career research/exploration/planning activities

(1) Career Exploration/Career Development Activities. (F) Career exploration / All aspects of industry

(2) Professional Development. (A) PD - CTE aligned to academic standards

(5) Increase Student Achievement in POS. (D) Purchase mat'ls/equipment/software

(5) Increase Student Achievement in POS. (E) Work-based learning

(5) Increase Student Achievement in POS. (H) WIOA/Pre-ETS

(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration

(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading

(5) Increase Student Achievement in POS. (L) Work-based learning/employability skills

(5) Increase Student Achievement in POS. (N) Special pops/ABE/HHH

(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

(5) Increase Student Achievement in POS. (R) Contracted services

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."

The Minneapolis Consortium is committed to offering opportunities to help students earn credits and gain a jumpstart on their college careers with connections between their courses at the district high schools and the college. Efforts will continue regarding pathways through articulation agreements, concurrent enrollment and CTE events, **with $2,400 dedicated to these efforts on the college side**. MPS has no change for this Narrative.

A new aspect to this Narrative for Minneapolis College is in Education. The college plans to enroll students in Education concurrent enrollment courses in seven high schools in Fall '21, including in three MPS schools. Education was identified in the CLNA as an in-demand, high-skill, and high-salary occupation. The college is collaborating with the schools to help support students and broaden their interest in and experience with the field of Education by establishing student education clubs at the high schools, led by college faculty ($3,000). The college also will provide schools with brochures in multiple languages to help explain the new education pathways at the school to both students and parents. This new emphasis will not require the use of secondary Perkins funds.

Narrative 7: Expenditures align with the following Perkins V Use of Funds Categories

(1) Career Exploration/Career Development Activities. (E) Career research/exploration/planning activities

(2) Professional Development. (B) PD - labor market

(2) Professional Development. (C) PD - POS training support

(2) Professional Development. (F) PD - pedagogical practices

(4) Integration of Academic Skills. (A) Secondary - academic skills

(5) Increase Student Achievement in POS. (A) Curriculum alignment

(5) Increase Student Achievement in POS. (O) Student organizations

(5) Increase Student Achievement in POS. (C) College credit

(5) Increase Student Achievement in POS. (K) Counseling/career guidance

(5) Increase Student Achievement in POS. (P) Equitable access

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."

The Minneapolis Consortium provides extensive professional development to its professionals, both through Perkins funding and other institutional funding streams. There are no changes to Narrative 8 from Minneapolis Public Schools. All initiatives identified in the FY21 grant application are successfully being implemented and will continue through FY22.

Minneapolis College will continue to offer multicultural pedagogy and online teaching support to its instructors, though not with Perkins funding. It will continue its Year One project to provide training for faculty on the new software for the Architectural Virtual Reality and Rendering program, and expand it to new faculty. ($7,900).

Faculty in the college's Human Services program will receive training on software designed for student engagement, described in Narrative 9. ($4,000)

Narrative 8 - Teacher Support: Expenditures align with the following Perkins V Use of Funds Categories

(2) Professional Development. (A) PD - CTE aligned to academic standards

(2) Professional Development. (B) PD - labor market

(2) Professional Development. (C) PD - POS training support

(2) Professional Development. (D) PD - admin support

(2) Professional Development. (E) PD - close achievement gaps

(2) Professional Development. (F) PD - pedagogical practices

(2) Professional Development. (G) PD - universal design, spec ed accomodations

(2) Professional Development. (H) PD - MTSS, PBIS, cultural competency

(4) Integration of Academic Skills. (A) Secondary - academic skills

(5) Increase Student Achievement in POS. (A) Curriculum alignment

5) Increase Student Achievement in POS. (G) Recruit/retain teachers

(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration

(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

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."

The Minneapolis Consortium has reviewed performance indicators for both the secondary and postsecondary and has been in discussions on areas of improvements. **Both institutions in the Consortium believe their non-Perkins-funded initiatives have great potential for improving CTE performance gaps, and, as such, have different approaches.** The district is in a position of fundamental changes with its redesign, and hopes to see the improvements that result, while also adding significant CTE staffing. The college has been in deep discussion regarding placement into courses and seeking adjustments to provide wide access to courses while supporting student readiness.

Alignment of staffing/programs. Minneapolis Public Schools will continue realignment of teacher staffing, programs of study and increased awareness of CTE course offerings in FY22 in support of the 2020 CLNA and school board Comprehensive District Design measures. This has not resulted in any funding changes for the use of secondary Perkins funds. To aid in the success of the goals under this narrative the district has increased the use of general funds for CTE teacher staffing and is capturing this under the CTE Levy. **The increase has resulted in the overall addition of 4.7 fte for CTE in the district. This increase in staffing through non-Perkins funds represents a 17% increase in the district's use of the CTE Levy.**

Minneapolis College will continue supporting an Architectural Lab tutor to help improve student success in the Architectural Technology programs.

Non-traditional participation. In reviewing performance indicators, Minneapolis College recognizes a need for improvement in non-traditional participation in some CTE fields, **while MPS has a more comfortable margin in meeting its non-traditional participation goals.** The college is committing $10,000 to training faculty in these CTE disciplines in recognizing barriers and making their courses more gender friendly, comfortable and attractive for all students. This will include a focus on inclusive language, classroom and lab layouts, ambience, projects, and a look at all other aspects of courses that make for a welcoming environment, as well as creating and sustaining a sense of safety and acceptance for all genders.

This is a project that expects to see long-term, not immediate, results. It is not likely Minneapolis College will see an improvement in non-traditional participation during FY22 based on this initiative, as this year will be focused on training and supporting faculty in their efforts to learn how to make courses and spaces completely gender-friendly. Positive outcomes will build in the following years, and will be dependent upon the college's commitment to implementing lessons learned and expanding upon them each year.

Retention in Human Services. The Human Services department at Minneapolis College has a goal to increase student engagement in hybrid and online courses, resulting in improving retention and completion. Students in Human Services learn to help and advocate for those with social, emotional, physical or developmental needs. It is a CTE program with a high proportion (84%) of BIPOC students. One action step is to purchase Squigle and GoReact software for use in their courses. Squigl helps instructors create engaging digital learning content through videos, while GoReact is designed to support rapid skill development in a variety of disciplines, including Human Services.

It should be noted that many projects outlined in the Consortium's plan for this year are designed to increase academic performance, retention, completion and placement at both the secondary and postsecondary levels and are integrated with other goals such as supporting special populations, offering work-based learning and improving programs of study.

Narrative 9 - Performance Gaps: Expenditures align with the following Perkins V Use of Funds Categories

(1) Career Exploration/Career Development Activities. (B) Labor market data

(2) Professional Development. (A) PD - CTE aligned to academic standards

(2) Professional Development. (B) PD - labor market

(2) Professional Development. (C) PD - POS training support

(2) Professional Development. (D) PD - admin support

(2) Professional Development. (E) PD - close achievement gaps

(2) Professional Development. (F) PD - pedagogical practices

(2) Professional Development. (G) PD - universal design, spec ed accomodations

(2) Professional Development. (H) PD - MTSS, PBIS, cultural competency

(5) Increase Student Achievement in POS. (A) Curriculum alignment

(5) Increase Student Achievement in POS. (G) Recruit/retain teachers

(5) Increase Student Achievement in POS. (H) WIOA/Pre-ETS

(5) Increase Student Achievement in POS. (I) Online/distance learning/tech integration

(5) Increase Student Achievement in POS. (J) Credit by assessment or standards based grading

(5) Increase Student Achievement in POS. (N) Special pops/ABE/HHH

(5) Increase Student Achievement in POS. (P) Equitable access - online/distance learning/tech integration

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

Narrative 10: Consortium Governance

Consortium Definition

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

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

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

No change. Both MPS and Minneapolis College will continue setting aside funds to support the Consortium, including conference attendance, meeting support and other consortium activities. Indirect expenditures will continue to be included under this Narrative as well as coordinator support for the college.

The priority for the Minneapolis Consortium in FY22 is outlined in the description of reserve funds usage. The Consortium is dedicating funds that will help deepen our relationships and connections with business and industry, not just in terms of our individual institutions but as a Consortium. We hope to see stronger and more relevant advisory meetings and discussions as another result. We came to that goal by analyzing our advisory relationships in the last few years and a recognition of a need to revive participation and revelance. This comes from experiential data - frank conversations with advisory members and a lack of evidence of meaningful change resulting from the Consortium's advisory sessions. The entire reserve funding for both institutions is dedicated to this goal, including and correlating with stakeholder sessions for the CLNA. Success will largely be measured experientially, indicated by increased participation in terms of numbers but also engagement with our business and industry partners.

Narrative 10 - Consortia Governance: Expenditures align with the following Perkins V Use of Funds Categories

(2) Professional Development. (B) PD - labor market

(2) Professional Development. (D) PD - admin support

(5) Increase Student Achievement in POS. (B) Advisories

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)(II); and**

(2) in order to—

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

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

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

The Minneapolis Consortium plans to jointly focus reserve funds on a robust approach to strengthening relationships within the workforce community, the college and the district. It is hoped that, as a result, our partner employers and other stakeholders will no longer view their relationships with the college and district as two separate relationships but rather one relationship with the Consortium in joint efforts to work toward providing an outstanding, prepared and plentiful employee pool for the region and state.

The Consortium will contract with RealTime Talent to conduct workforce engagement sessions that go beyond completing the requirements of the CLNA. We will hold a minimum of three sessions and leverage them to include topics of further engagement, particularly as a follow-up to a series of seminars on intergenerational relationships that were offered in FY21.

Related to this project, the Consortium has asked RealTime Talent to help us improve continued Consortium Advisory sessions toward more vibrant, engaging meetings that bring value to our Advisory members as well as to the Consortium. RealTime Talent will provide meeting design, facilitation and leadership by establishing a model for ongoing Consortium Advisory feedback, input and support. Goals will include to identify priority areas of action and influence in CTE programming, curriculum, equitable access, and career exploration. RealTime Talent will lead and model a Consortium Advisory meeting (separately from the engagement sessions) as well as offer preliminary data analysis for consideration, and provide materials, guides and templates for the Consortium to facilitate future committee meetings with new methodology.

Both the district and the college will contribute their full reserve funds toward this project to include the stakeholder engagement meetings for the CLNA, additional content to the meetings and leading the transformation for renewed energy dynamics in the Consortium Advisory meetings.

Narrative 11 - Reserve funds: Expenditures align with the following Perkins V Use of Funds Categories

(2) Professional Development. (B) PD - labor market

(2) Professional Development. (C) - industry knowledge

(4) Integration of Academic Skills. (D) - CTE management

(4) Integration of Academic Skills. (B) Secondary - academic skills

(4) Integration of Academic Skills. (B) Postsecondary - academic skills

(5) Increase Student Achievement in POS. (B) Advisories

(5) Increase Student Achievement in POS. (B) Sustainable relationships

(5) Increase Student Achievement in POS. (H) WIOA/Pre-ETS

(5) Increase Student Achievement in POS. (R) Contracted services

(5) Increase Student Achievement in POS. (A) Curriculum alignment

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	$7,400
Postsecondary Subtotal	$7,400
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	$5,000
Secondary Subtotal	$5,000
TOTAL	$12,400

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
TBD	TOSA - Perkins	Secondary	TBD	100	$108,215.20
Gabriel Pass	TOSA - POS Development	Secondary	381528	100	$106,675.68
Jennifer Lehmkuhl	Career Navigator	Postsecondary		100	$88,652
TBD	Online Instructional Designer	Postsecondary		75	$75,000
Blake Nelson	Architectural Technology Lab Tutor	Postsecondary		100	$9,270
Susan Kraus	Assistant Director of Career Services	Postsecondary		25	$25,000
Sandra Gonzalez	Perkins Coordinator	Postsecondary		25	$25,000

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
Instructional Designer Job Description (1)

Position Description
Kraus Susan - MnSCU Academic Professional 2_Asst. Director_2.1.2021

Position Description
Gonzalez -PD updated 9.9.20

Position Description

Position Description

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):

Secondary Supplemental Budget:
    Secondary-Supplemental-Budget-Amplifund-Worksheet FY22

Consortium Consolidated Equipment Inventory
    Consortium_Combined_Assets_FY22 applic

Additional Material
    Estimate Fringe Calculator FY22 Perkins

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	$3,000.00	$3,000.00
Secondary - G/L 303	$18,000.00	$18,000.00
Subtotal	**$21,000.00**	**$21,000.00**
B) Narrative 2: Programs of Study		
Postsecondary Equipment	$212,108.87	$212,108.87
Postsecondary Non-Personnel	$11,000.00	$11,000.00
Postsecondary Non-Personnel	$35,800.00	$35,800.00
Postsecondary Personnel (Salary and Benefits)	$88,652.00	$88,652.00
Secondary - G/L 143	$81,600.00	$81,600.00
Secondary G/L 145	$3,648.00	$3,648.00
Secondary G/L 185	$23,372.00	$23,372.00
Secondary G/L 303	$38,300.00	$38,300.00
Secondary G/L 360	$350.00	$350.00
Secondary G/L 366	$8,000.00	$8,000.00
Secondary G/L 406	$19,611.00	$19,611.00
Secondary G/L 433	$71,450.00	$71,450.00
secondary G/L 456	$5,000.00	$5,000.00
Secondary G/L 460	$3,400.00	$3,400.00
Secondary G/L 466	$19,000.00	$19,000.00
Secondary G/L 530	$24,000.00	$24,000.00
Subtotal	**$645,291.87**	**$645,291.87**
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Non-Personnel	$2,500.00	$2,500.00
Postsecondary Personnel (Salary and Benefits)	$100,000.00	$100,000.00
Secondary - G/L 461	$22,000.00	$22,000.00
Subtotal	**$124,500.00**	**$124,500.00**
E) Narrative 5: Special Populations		
Postsecondary Non-Personnel	$7,800.00	$7,800.00

	Grant Funded	Total Budgeted
Subtotal	**$7,800.00**	**$7,800.00**

F) Narrative 6: Work-based Learning

	Grant Funded	Total Budgeted
Postsecondary Non-Personnel	$3,000.00	$3,000.00
Secondary G/L 185	$6,825.00	$6,825.00
Secondary G/L 303	$25,000.00	$25,000.00
Secondary G/L 304	$66,603.99	$66,603.99
Secondary G/L 365	$15,000.00	$15,000.00
Secondary G/L 406	$27,873.00	$27,873.00
Subtotal	**$144,301.99**	**$144,301.99**

G) Narrative 7: Early College

	Grant Funded	Total Budgeted
Postsecondary Non-Personnel	$5,400.00	$5,400.00
Secondary G/L 145	$1,920.00	$1,920.00
Secondary G/L 303	$6,100.00	$6,100.00
Secondary G/L 329	$455.93	$455.93
Subtotal	**$13,875.93**	**$13,875.93**

H) Narrative 8: Support to Professionals

	Grant Funded	Total Budgeted
Postsecondary Non-Personnel	$13,600.00	$13,600.00
Secondary - G/L 143	$81,600.00	$81,600.00
Secondary G/L 145	$2,688.00	$2,688.00
Secondary G/L 185	$25,675.00	$25,675.00
Secondary G/L 303	$2,400.00	$2,400.00
Secondary G/L 366	$1,800.00	$1,800.00
Subtotal	**$127,763.00**	**$127,763.00**

I) Narrative 9: Performance Gaps

	Grant Funded	Total Budgeted
Postsecondary Non-Personnel	$12,000.00	$12,000.00
Postsecondary Personnel (Salary and Benefits)	$9,270.00	$9,270.00
Subtotal	**$21,270.00**	**$21,270.00**

J) Narrative 10: Consortium Governance

	Grant Funded	Total Budgeted
Postsecondary Admin (5% max)	$27,638.00	$27,638.00
Postsecondary Non-Personnel	$800.00	$800.00
Postsecondary Personnel (Salary and Benefits)	$25,000.00	$25,000.00
Secondary Fringe	$68,808.25	$68,808.25
Secondary G/L 185	$3,375.00	$3,375.00

	Grant Funded	Total Budgeted
Secondary G/L 303	$1,000.00	$1,000.00
Secondary G/L 366	$1,610.00	$1,610.00
Secondary G/L 368	$14,500.00	$14,500.00
Secondary G/L 490	$200.00	$200.00
Secondary G/L 895 (Indirect)	$25,441.55	$25,441.55
Subtotal	**$168,372.80**	**$168,372.80**
K) Narrative 11: Reserve Funds		
Postsecondary Non-Personnel	$22,829.31	$22,829.31
Secondary - G/L 303	$22,829.31	$22,829.31
Subtotal	**$45,658.62**	**$45,658.62**
Total Proposed Cost	**$1,319,834.21**	**$1,319,834.21**

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	$1,319,834.21	$1,319,834.21
Subtotal	**$1,319,834.21**	**$1,319,834.21**
Total Proposed Revenue	**$1,319,834.21**	**$1,319,834.21**

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 non-personnel

Support for CLNA

Secondary - G/L 303

Support for 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)

Postsecondary Personnel (Salary and Benefits)

Career Navigator position

Postsecondary Non-Personnel

Expanding knowledge of CTE programs, including information nights, summer camps, CTE events, social media, videos, program-focused activities.

Postsecondary Non-Personnel

Improving industry ties, including program advisory training, law enforcement connections.

Postsecondary Equipment

Equipment designed to bring student skills up to industry standards in several program areas and, in some cases, to expand capacity of the program to meet demand (such as welding). This includes software purchases

Secondary - G/L 143

CTE TOSA

Secondary G/L 145

Misc Field Trips

Secondary G/L 185

Teacher PD and training

Secondary G/L 303

contracts less than $25k

Secondary G/L 360

Healthcare POS to Clinicals

Secondary G/L 366

Misc Fieldtrips

Secondary G/L 406

Required software and access.

Secondary G/L 433

Supplies, materials - individualized

secondary G/L 456

Support new POS

Secondary G/L 460

Law and Public Safety POS books

Secondary G/L 466

equipment for new POS

Secondary G/L 530

Three more new lathes.

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 Personnel (Salary and Benefits)

Position for online instructional design - 75% Perkins supported Position for Assistant Director of Career Services - new position description to support new badging program - 25%

Postsecondary Non-Personnel

Kick-off of new badging program with video

Secondary - G/L 461

Support utilization of TSAs in CTE programs of study. Perkins Goal 1.

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

Includes projects designed to support special populations - tuition reimbursement campaign/career ready program

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)

Postsecondary Non-Personnel

Increasing internships/ties with BrandLabs

Secondary G/L 185

Teacher PD and Training

Secondary G/L 303

Junior Achievement (1st part)

Secondary G/L 304

Junior Achievement for 18 middle schools and all high schools. Guest speaker series. JA dedicated staff will organize one event each semester at each of the 7 MPS High Schools to include 2 CTE program focused tracks for each 2.5-hour event. Coordination of all 60-80+ volunteers, program scheduling, educator implementation, and onsite logistics along with JA Career Speaker curriculum, pre- and post- prep activities, volunteer training and evaluations are included.

Secondary G/L 365

Bussing for STEM Expo.

Secondary G/L 406

Virtual Job Shadow

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 Non-Personnel

Continue with Early College connections with addition of support for Education courses/student clubs

Secondary G/L 145

POS leads to ACC meetings for CTE Credit MN

Secondary G/L 303

CTECreditMN meetings and access to portal.

Secondary G/L 329

ACC Letter mailing

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)

Postsecondary Non-Personnel

Training for program-specific needs, including the new Architectural Virtual Reality and Rendering program and student engagement software for Human Service faculty

Secondary - G/L 143

CTE TOSA. Formerly Klym

Secondary G/L 145

CTE Works! Conference reserves

Secondary G/L 185

Teacher development and retention.

Secondary G/L 303

Techer Training

Secondary G/L 366

Fees for CTE Works!

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

Support for projects designed to address performance gaps, including participation in non-traditional by gender programs and student performance in human service programs.

Postsecondary Personnel (Salary and Benefits)

Architectural Lab tutor position to support student performance

J) Narrative 10: Consortium Governance

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

Postsecondary Personnel (Salary and Benefits)

Support for Perkins coordinator position

Postsecondary Non-Personnel

Conference attendance, meeting supplies, Consortium support

Postsecondary Admin (5% max)

Does not exceed maximum allowed

Secondary G/L 185

Inventory Mgmt

Secondary Fringe

See Supplemental budget sheet.

Secondary G/L 303

Document Center printing for any/all POS promotional materials.

Secondary G/L 366

Conference travel for MACTA and associated costs of travel to instate functions.

Secondary G/L 368

National conferences for director and two TOSA conferences and other CTE Centers in support of new goal of centralizing all CTE course in district.

Secondary G/L 490

Food for advisories if the event is Perkins V Compliant.

Secondary G/L 895 (Indirect)

Annual tally of expected indirect costs. Calculated at 4.6 percent.

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 Non-Personnel

Reserve funds will be used for a joint project to improve the Consortium's business and industry connections through enhanced employer engagement sessions that meet CLNA requirements but also will gather feedback on continued relationships and support. It also includes development of a new model for the Consortium's Advisory Committee which leans on business and industry representatives.

Secondary - G/L 303

Reserve funds will be used for a joint project to improve the Consortium's business and industry connections through enhanced employer engagement sessions that meet CLNA requirements but also will gather feedback on continued relationships and support. It also includes development of a new model for the Consortium's Advisory Committee which leans on business and industry representatives.