



FY21-22 East Range Partnership

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

Submitted by Chris Vito

Submitted on 06/25/2020 9:39 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

APPLICATION OPENS MARCH 15, 2020.

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.

Opportunity Manager

Yingfah Thao

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced>

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consortium Coordinators. Contact yingfah.thao@minnstate.edu

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 web site

Project Information

Application Information

Application Name

FY21-22 East Range Partnership

Total Amount of Award Requested

\$292,287.13

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Mesabi Range College, Rainy River Community College and Vermilion Community College. Ely, Eveleth-Gilbert, International Falls, Littlefork-Big Falls, Mesabi East, Mountain-Iron-Buhl, Nett Lake, St. Louis County Schools (Cherry, Northwoods, Northeast Range, South Ridge) and Virginia School Districts.

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The CLNA was a multi-consortia project.

East Range Schools: Secondary-Ely, Eveleth,-Gilbert, Cherry, Ely, International Falls, Littlefork-Big Falls, Mesabi East, Mountain Iron-Buhl, Northeast Range, Nett Lake, Northwoods, South Ridge and Virginia. Post Secondary - Mesabi Range College, Rainy River Community College, Vermilion Community College.

Hibbing/Chisholm Schools: Secondary-Chisholm and Hibbing. Post Secondary-Hibbing Community College

Itasca: Deer River, Floodwood, Grand Rapids, Greenway, Hill City, Nashwauk-Keewatin, Northland-Remer. Post Secondary-Itasca Community College

Also included were the following:

Business and industry partners from across the three consortia, Careerforce, Chambers of Commerce, Iron Range Resources and Rehabilitation, Applied Learning Institute, DEED and many others.

Regionally, East Range, Hibbing/Chisholm, and Itasca Consortia came together to form the "True North Stars". After meeting regionally multiple times, we established the CLNA process to include regional meetings where we invited local stakeholders from high schools, colleges, and industry. We also surveyed local students, faculty, administration, and business & industry.

Summary of specific insight gained in the needs assessment related to each required element (below).

Element #1: Student Performance on Required Performance Indicators

- Each of our consortiums measured differently.
- This will be a challenge moving forward.
- We can see what is being done successfully and poorly in each individual consortium and adjust accordingly.

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

- Size and scope will continue to be an issue in all rural areas if compared to metro.
-

Our consortiums need to be able to determine what constitutes effective size and scope.

- Quality will be maintained even in small programs.
- Provide necessary equipment and professional development.
- Industry involvement.
- CareerForce involvement.
- All alignment in appropriate areas.

Element #3: Progress towards Implementation of CTE Programs of Study

- Marketed effectively beginning with the state.
- Providing proper equipment as needed.
- Educating auxiliary staff.
- The ability to hire and retain quality certified CTE staff.
- Have a way to train and certify non-CTE instructors to be CTE instructors.
- Needs to be a state priority to establish and implement these programs.

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

- We can help provide funding for the necessary tools needed in their classroom to offer quality CTE courses.
- The ability to hire and retain quality certified CTE staff.
- Have a way to train and certify non-CTE instructors to be CTE instructors.
- Needs to be a state priority to establish and implement these programs.
- Find a way to make it enticing for our CTE instructors to stay in K12 rather than bolt for private industry.
- All secondary and post-secondary institutions are equal opportunity employers.

Element #5: Progress towards equal access to CTE programs for all students

- Work with CareerForce center as they target underrepresented groups to provide access to opportunities.
- Work with Disability Services and Special Education Department coordinators to provide opportunities.
- Work with TRIO staff to educate and market the CTE programs, fields and pathways that are available.

Upload your completed CLNA Framework

Perkins-V-CLNA-Reporting-Framework-Accessible-Version-April_10_2020

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

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

CLNA - (POS) changes will occur during FY 23-24 as the three consortia merge into the "True North Stars" consortium. We will continue to work on expanding POS during FY 21-22. This could require spending funds in a new POS that is currently held within our partnering consortia. All technical programs that are not currently listed in a program of study will continue to be supported with Perkins funding (state approved programs) as the three consortia transition into one.

Using the six career clusters, we have identified all programs of study that are currently in place in all three consortia. Moving forward in FY 21-22, the True North Stars will identify which 6 POS represent the region centered around our redefinition of the concept of career pathways to career fields. This concept is necessary as we move forward since the licensure required for a career pathway exists whilst the actual realization of a career pathway is otherwise inhibitory to our agility and future growth. The six POS will need to be reflective of the five NHED colleges and 22 secondary sites with the greatest correlation to DEED employment data.

The results from our CLNA led the True North Stars Consortia to take a step back and focus on our POS as a whole. Our plan for the next two years will be to educate our teachers, students, counselors, administrators and community members on what CTE is and why it is so important. This will lead to the concentration on our career fields which will then lead to our POS.

Focus areas will include:

- - Develop planning groups in career fields to work towards developing new POS
- - Providing professional development in the for our faculty and consortium leaders (workshops, conferences, trainings, CTE related field trips)
- - Providing equipment necessary to meet industry standards
- - Educate teachers, administrators, and industry leaders how to become CTE certified
- - Market career fields
- - Market the need for qualified teachers and how to become CTE certified
- - Collaboration on advisory boards
- - Continue to offer and promote industry-recognized credentials
- - Continue promoting our POS through clubs, events, activities, competitions within our secondary and postsecondary schools

We have identified that medical and manufacturing are programs that run through all three consortiums. Each consortia will maintain their individual programs of study for FY 21-22. The True North Stars Partnership will maintain the following.

Specific funding requests are available for some of the Career Fields but it should be noted: this is a partial “pre” approved list and it does not reflect all future/unidentified list of needs or potential opportunities for staff and students that represent all the Career Fields/Clusters/Pathways/POS. (See Reserve Funding) The East Range Consortium will support ALL CTE teachers, teaching in State Approved Programs in the consortium. Fiscal or in-kind support will be given as future needs and opportunities are identified.

In most cases it is easier to look at Career Field/Career Clusters than Career Pathways.

Business, Management and Administration

- *(Hospitality and Tourism - Restaurant, Food and Beverage Services)*

*Support of industry aligned equipment and supplies and Professional Development. MIB
FCS Food and Nutrition- MIB, E/G, LFBF, I Falls, Virginia*

- *(General Management - Administrative Support)*

*Support of industry aligned equipment, supplies and Professional Development career exploration. St. Louis Cty,
Virginia and LFBF*

- *Personal Finance/Entrepreneurship Class - Student Run Coffee Shop- Computer Courses*

- *We are working with additional consortium staff to pursue CTE licensure/state approved program. Funds may be directed here in the future*

Agriculture, Food and Natural Resources

- *We are working with additional consortium staff to pursue CTE licensure/state approved program. Funds may be directed here in the future*

Arts, Communications, and Information Systems

- *We are working with additional consortium staff to pursue CTE licensure/state approved program. Funds may be directed here in the future*

Engineering, Manufacturing and Technology

- *(Transportation Distribution, Logistics and Manufacturing - Facility Mobile Equipment Maintenance)*

- *Funds to support industry aligned equipment and supplies and Professional Development Virginia, St. Louis Cty, MIB, Eveleth/Gilbert and I Falls once program approval is submitted.*

- *Engineering, Manufacturing and Technology (Architecture and Construction)*

Funds to support industry aligned equipment and supplies and Professional Development Virginia, St. Louis Cty, MIB, Eveleth/Gilbert and I Falls once program approval is submitted.

- *We are working with additional consortium staff to pursue CTE licensure/state approved program. Funds may be directed here in the future*

Health Science and Technology

- *Health Science Technology (Health Science - Therapeutic Services)*
- *We are working with additional consortium staff to pursue CTE licensure/state approved program. Funds may be directed here in the future*

Human Resources

- *Human Services (Human Services and Early Childhood Development)*
Eveleth-Gilbert, Virginia FCS- Staff Development, Supply & Equipment, Career Exploration
- *Human Services (Law, Public Safety, Corrections and Security - Emergency and Fire Management Services)*
- *We are working with additional consortium staff to pursue CTE licensure/state approved program. Funds may be directed here in the future*

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) provide career exploration and career development activities (A-F)**
- (2) provide professional development (A-I)**
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**
- (4) support integration of academic skills into career and technical education programs and programs of study (A-B)**
- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (A-S)**
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment**

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 Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Our Careerforce Center has been very active in helping with a number of activities that promote career exploration. These begin in eighth grade with the CareerAdventure in most area high schools. Career counselors come into area high schools and deliver information regarding high skill, high wage and in-demand industry occupations as identified by our local needs assessment and DEED partners. The counselors educate students on joint career initiatives such as the 218 Trades Career Expo. Moving into the post-secondary level, Mesabi Range College hosts a fall open house for high school students on their Eveleth campus. The Careerforce center promotes and advertises this event. They do the same with the high school Skills and Knowledge Fair and program Boot Camps. These activities truly are partnerships because time, talent and money are expended from our Careerforce partners, local colleges and school districts and the East Range Partnership.

Career Force dollars for 218 Trades, Iron Range Job Fair, Career Fairs, Medical (Epic) Career Expo, MRC Fall Open House, MRC Skills and Knowledge Fair, MRC Program Bootcamps and pilot programs, VCC and RRCC open houses and programs, career exploration mini-grants and new still to be developed career exploration programs.

The True North Stars Consortium will work with Lake Superior Consortium collaboratively with our local workforce boards and agencies on career exploration. Currently we work to support a 218 Trades event which brings in over a 600 students and community members to explore careers within apprenticeship trades. This may include additional programming like a Healthcare-Epic Event or others that may be identified through this grant cycle.

Our goal expanding to the True North Stars over the next few years will be to collaborate on where we can best use our funds to educate, market and guide students into high skill, high-wage and in-demand jobs. This year we will focus on planning on how we can develop career exploration within the elementary school age kids along with career exploration within the middle school age kids which in turn will flow into our current and expanding Perkins career fields and POS.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) provide career exploration and career development activities (ALL)**
- (2) provide professional development (F)**
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**
- (4) support integration of academic skills into career and technical education programs and programs of study (AB)**
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment (All)**

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

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- *Technical math or math for the trades is offered throughout the consortium.*
- *The new Rock Ridge Career Academy is planning on moving more toward a sequential set of courses in each career pathway.*
- *Schools are collaborating with their math instructors in CTE courses to meet standards in both areas.*
- *Northeast Range School has a robust robotics program that is diverse with students learning skills that are tied to physics, computer science, language arts and math. The instructor collaborates with regional business partners to share their expertise with the robotics instructor and students.*
- *Technical Skills Assessments will continue to be offered in appropriate areas. (ServSafe, CNA, CPR, First Aid, OSHA 10, Microsoft Office, but not limited to.)*
- *FCS students are required to put in internship hours in pre-school and head start programs. MIB High School operates the Ranger Rock Cafe where students must use the skills and knowledge learned in the culinary program. ServSafe continues to be embedded in multiple FCS programs within the consortium.*
- *All consortium schools are working with ESEA standards as required by the Minnesota Department of Education.*

The new Rock Ridge school (Virginia, Eveleth-Gilbert) will be the catalyst for expanded employer involvement with curriculum for local high schools. Faculty members will meet with regional business and industry partners to assess needs and implement current industry standards into the career academy's curriculum.

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

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

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

apt to overcome barriers and other difficulties while striving for academic achievement.

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

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

True North Stars will provide the necessary bulleted items below:

- *Equipment*
- *Professional Development provided to teachers and instructors*
- *Teacher internships*
- *Combined advisory boards (work together)*
- *Work with industry to provide actual examples*
- *Provide our teachers the resources, in the form of supplies, equipment and training necessary to provide the desired skills for our students*

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) provide career exploration and career development activities (ALL)**
- (2) provide professional development (ALL)**
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;**
- (4) support integration of academic skills into career and technical education programs and programs of study (ALL)**
- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)**

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

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency
- Prepare CTE participants for non-traditional fields
- Provide equal access for special populations to CTE courses, programs and programs of study
- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework.

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

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

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

The True North Stars Consortia will commit and allocate funds to support non-traditional initiatives in collaboration with our local Career Force agencies. By working on non-traditional initiatives with workforce development, the hope would be to offer potential experiences for traditionally underserved populations. Potential areas include: females and students of color in welding, females and students of color in construction trades, experiences in manufacturing and or allied health for homeless or in-transition populations.

Mesabi Range College continues to work with Steve Johnson from the Arrowhead Economic Opportunity Agency (AEOA) to serve as an advisor with adult education. During FY20 another full time tutor was added and it is the hope of the college to potentially add a third full time tutor. The relationship with AEOA has been beneficial for all parties involved. Mesabi Range

College continues to create welcoming environments for all students to access academic help. Students are easily able to identify tutors for specific subject areas. Steve helps the students with areas outside of the academic realm including housing, food, transportation, child care, Head Start, job skills and community engagement. Steve is a major contributor to our Welcome Back Picnic for students. This event is held by the area churches. When the number of dislocated students/workers increases, the Northeast Office of Job Training is a presence on our campuses.

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

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

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

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

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

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

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

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

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

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

Special Populations

Year 1 - Define and Measure



Clearly define the need in context of the individual organization.

- **Collect Data**
- **Disaggregate Data**
 - **Discuss Data with State Staff**
 - **Identify gaps**
- **Develop a plan**
 - **Bring individuals together to develop a plan on how to best move forward**
 - **Determine if funds need to be allocate**

Year 2 - Analyze and Improve

- **Observe the data metrics and look for correlations to the identified need.**
- **Consolidate the information**
- **Select and begin initial improvement strategies**

Year 3 - Improve and Control

- **Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year**
- **Employ statistical data control tools to maintain process fulfillment in delivering to the need.**

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) provide career exploration and career development activities (ALL)
- (2) provide professional development (ALL)
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- (4) support integration of academic skills into career and technical education programs and programs of study (ALL)

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)

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

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Formal work based learning is embedded in the post-secondary carpentry, nursing assistant, practical nursing, EMT, paramedic and graphic design media programs. The graphic design media program sends students out to local businesses as far out as Owatonna and the Twin Cities. The students are responsible for securing their own shadow opportunities with the assistance of the instructors. Pearson out of Owatonna offers a scholarship in this area. Supervised Occupational Experience is allowed for all of our students who find employment in their field. Once they have signed a contract, they can go to work as of April 1 and still graduate. (See attached document).

Northeast Range School has a robust robotics program that is diverse with students learning skills that are tied to physics, computer science, language arts and math. The instructor collaborates with regional business partners to share their expertise with the robotics instructor and students.

Virginia Student Technology Support (VSTS) - students are the first line support for all computer technology issues. It is a for-credit, work-based learning opportunity, Perkins approved course.

Virginia High School has placed 15-20 students in internships. Some are off campus (hair salons, fire department). Some are on campus as tutors, office aids, trained CNAs working in the health office, working in head start and early childhood programs within the district. The intent is to continue to grow and expand to other consortium districts. The students also work in the school student- run coffee shop.

FCS students are required to put internship hours in pre-school and head start programs. MIB High School operates the Ranger Rock Cafe where students must use the skills and knowledge learned in the culinary program. ServSafe continues to be embedded in multiple FCS programs within the consortium.

Special Populations: Performance Gaps: WBL: Early College: Professional Development:

Secondary and post-secondary staff and students have opportunities to expand their skill base working with Habitat for Humanity.

L & M Radiator currently has internship and externship opportunities available. They offer with other districts now. We are looking to explore these opportunities for our consortium or develop a new model given our geographic distance. This could be used with other employers in our local area. We have worked with Cleveland Cliffs with teacher externships. This process/project will continue to be explored to meet the needs of business and industry partners and teachers.

Cherry High School (ISD #2142) has a World of Work/Work Experience course that has 14-15 students enrolled. Nearly all of these students have jobs with businesses in the surrounding communities.

The East Range Partnership/True North Stars will continue regional growth expanding within and beyond our boundaries to connect with industry partners. This will create multiple opportunities for students at both secondary and post-secondary levels. Perkins funds will continue to be used to support current and any new initiatives in each of the six Minnesota career fields.

WBL:

Year 1 - Define and Measure

- **Clearly define the need in context of the individual organization.**
- **Collect Data**
- **Disaggregate Data**
 - **Discuss Data with State Staff**
 - **Identify gaps**

- ***Develop a plan***
 - ***Bring individuals together to develop a plan on how to best move forward***
 - ***Determine if funds need to be allocate***

Year 2 - Analyze and Improve

- ***Observe the data metrics and look for correlations to the identified need.***
- ***Consolidate the information***
- ***Select and begin initial improvement strategies***

Year 3 - Improve and Control

- ***Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year***
- ***Employ statistical data control tools to maintain process fulfillment in delivering to the need.***

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

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Changes instituted by the Higher Learning Commission have eliminated the ability for students to receive college credit through the Applied Learning Institute unless the instructor has at least 18 masters credits in the field. However, students are still able to gain college credit by taking the courses as a PSEO student. We have had PSEO students in our CNA, EMT, Carpentry and Graphic Design Media programs.

Prior to the HLC directive requiring all college level courses to be taught by an instructor with 18 masters credits in the field, ALLI was able to work with Mesabi Range College, Rainy River Community College and Vermilion Community College and local CTE instructors. Perkins and non Perkins high instructors delivered 170 concurrent enrollment credits in FY 19. Last year after the changes, zero credits were delivered due to licensure changes. The region currently has only four instructors that meet the current Minnesota State career, technical and professional credential minimum qualifications.

2018-2019 was the last year ALLI courses were offered. 170 credits were taught by the high school teachers. During that period 23 instructors delivered the curriculum.

2019-2020 Four instructors now meet the current Minnesota State career, technical and professional credential minimum qualifications. 14 instructors meet the work experience requirement – one year of work experience is within five years prior to the date the instructor began teaching concurrent enrollment courses in the subject.

Dawn Kempainen-Olson (MRC) offered two new CTE courses in FY 20 that attracted the following numbers of PSEO students:

- *Exploring Careers in Education = 3 credits offered fall semester 2019 - 17 PSEO Students*

- *Observation & Assessment in EC = 3 credits offered spring semester 2020 - 11 PSEO Students.*

It is the intention of MRC to continue and potentially expand offering these courses.

In the fall of 2019, MRC-Eveleth had 33 PSEO students. In the spring of 2020, MRC-Eveleth currently has 37 PSEO students. PSEO students attend MRC from multiple schools within the consortium.

Sheri Lee from Cherry High School (ISD #2142) taught CEP courses in Microsoft Word and Excel that are offered through MRC. The courses are three credits each.

Ryan Lindsay from Northeast Range School (ISD #2142) teaches a Mobile Computer Science course through Southwest Minnesota State University that is four credits.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

We, more than ever, want to support professional development. The idea is to take the training in year one with the goal of implementation in year two. Mesabi Range College has received over \$30,000 in Talent Development Program Grant funds through NEMOJT in the last two years. This has resulted in excellent training for our post-secondary instructors in areas such as robotic welder operation, CNC machine operation and plasma cutter operation just to name a few. It is the college's intent to continue to apply for these funds. These grant funds augment what we are already doing with our Perkins funding. Coordinators and staff will attend CTE Works and look to attend MACTA and ACTE Vision Conference and/or National Policy Conference.

The True North Stars CLNA plan Element Four is listed below. These items were identified for our professional development strategies going forward.

- Advocate for CTE Licensure Programs
 - K-12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.
 - Post-Secondary - provision of program training encouraging student completion of programs leading to CTE licensure.
 - Business and Industry - support ways K-12 and post-secondary faculty members can obtain licensure.
 - Workforce - funding support through TDP funding for PD leading to certification in industry.
- Professional Development and/or Certification for CTE Instructors
 - K-12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.
 - Post-Secondary - partnering with K12, MDE and MOHE to offer more programming
 - Business and Industry - providing oversight and resources as able to facilitate the process
 - Workforce - providing oversight and resources as able to facilitate the process
- Marketing
 - K-12 - sharing best-practices in faculty members process of obtaining CTE certification
 - Post-Secondary - sharing best-practices in K12 faculty members process of obtaining CTE certification

- Business and Industry - offering resources where appropriate and guidance for best-practice.
- Workforce - engagement with other stakeholders and showcasing model programs for innovative educational opportunities.
- State of MN: Videos about non-traditional CTE participants. Provide the content and literature to truly educate everyone on the importance of CTE.
- Chamber of Commerce - assist with marketing opportunities, bridging gulfs between business/industry and education.
- Integrating State Centers of Excellence
 - K-12 - willingness to obtain CTE licensure by faculty. School Districts offering incentives for faculty to obtain said certification.
 - Post-Secondary - The Centers of Excellence provides activities and funding for events.
 - Business and Industry - service on a Center of Excellence Board of Directors, provision of logistical or expertise support
 - Workforce - service on a Center of Excellence Board of Directors, assist with marketing opportunities
 - Chamber of Commerce - assist with marketing opportunities, bridging gulfs between business/industry and education.
- Showcasing that we can provide classrooms the necessary tools to educate students.
 - K-12: Administration and HR staff being educated to promote the benefits of working in that particular CTE classroom.
 - Post-Secondary - Find ways to distribute pieces of equipment to secondary schools (Perkins).
 - Business and Industry - provision of equipment and supplies that can be useful in the classrooms
 - Workforce - marketing novel partnerships to encourage additional participation of regional partners.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) provide career exploration and career development activities (ALL)
- (2) provide professional development (ALL)
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- (4) support integration of academic skills into career and technical education programs and programs of study (ALL)
- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

First and foremost, this question was not an established need for examination in our CLNA documentation. Further, COVID19 has prevented a possible follow-up meeting that would have revealed this gap and afforded us the opportunity to address this aspect prior to the submission of the application. That being said, within each post-secondary and secondary educational institutions, there are staff and policies in place to support students in need. Moving forward, our expectation is to pursue continuous improvement in this specific element.

Strengths

- Secondary level, all courses are offered for all students
- Title I/Para support offered through the districts.
- Trio programming supports secondary students whilst affording continued collaboration with the post-secondary environments.
- Disability coordinator exists at each post-secondary institution. Guidance at the secondary
- Consortia offer camps, courses, activities for all students, and even some that focus on non-traditional students: women in welding, women in engineering, males in nursing, women in natural resources
- Open house events, skills and knowledge fairs. All in attendance have equal access.

Gaps

- **Inability of CTE coursework to cover broadly other graduation requirements. For example, allowing a CTE Ag course to count for a science credit because a licensed Ag teacher may be qualified to teach a course such as Chemistry.**
- COVID19 has already forced the cancellation of some existing programming that would lead to additional information about equal access
- Lack of Qualtrix software limited our ability to analyze the data collected. We believe that the time and financial support tendered for the staffing of the analytics might better have been spent in continued discussion, analysis, collation and developing correlations of the CLNA results to the application document.
- Two year planning cycle has caused difficulties in anticipating the needs for equal access, not to mention the other aspects of the CLNA results.
- Qualifications limit what courses can be offered and henceforth also affects the ability of students to access all CTE programs of study. Licensure is an issue.
- Students with special needs are often placed in CTE programming by course schedulers. Being able to address the needs of these students in a general education setting can be challenging, and when existing institutional programs do not provide sufficient supporting staff to provide equal access for all students.
-

A CTE course or two is not currently required under the guidelines for MDE for graduation requirements.

- As mentioned, this was not an emphasis of this CLNA process. That being said:
- **Inability of CTE coursework to cover broadly other graduation requirements. For example, a CTE Ag course to count for a science credit, while a licensed Ag teacher may be qualified to teach a course such as Chemistry. Requirements necessitate equal access.**
- The definition of “qualified” faculty to teach said CTE courses - this impacts equal access.

As part of the discussions and analysis of the data, it became apparent that a “common brand” will be necessary. Due to the rural nature of our consortia, a modified structure such as “career fields” versus career pathways. Too restrictive and narrow a channel for students to pursue excludes said students from the opportunities available and limits or puts into jeopardy our continued reach to students from CTE. Faculty and students voiced concern over the ability of districts to offer continuous focusses career pathways. We see this as an important discussion at the state and federal level, especially as it pertains to Northern Minnesota as opposed to Metropolitan areas.

- Secondary guidance counselors need to help make students aware of the tremendous opportunities that are afforded from taking CTE courses.
- Pathways to alternative licensure or enabling otherwise qualified faculty to be able to teach in areas of need.
- Marketing materials for career fields that lead to career pathways
- Inclusion in the field trips or experiential learning opportunities for stakeholders in CTE (faculty, staff, administrators, guidance, special education, Title I, etc..)and assisting them in branding the career fields to ensure equal access for all students.
- CTE teachers need to have the ability to communicate the availability of programming in CTE for all students.
- Lobby State and Federal Stakeholder for counting graduation requirements in CTE to be counted.
- **K12 - Faculty request CTE courses requirement for graduation requirements in the State of Minnesota**
 - Post-Secondary - assist secondary and promote the importance at the post-secondary level
 - Business/Industry - emphasize the importance of CTE coursework for new hires
 - Workforce - support lobbying efforts to emphasize and the state and local levels for CTE requirements
- **Lobby for CTE courses for levy purposes to count middle school courses**
 - K12 - continuous conversation with administrators at the local level and engagement at the state level
 - Post-Secondary - support the lobbying and logistics in providing secondary faculty with opportunities for CTE licensure.
 - Business/Industry - press the school boards for the requirement for levy dollars returned to CTE program fields
 - Workforce - assist K12, and business and industry
 - CTE levy dollars return
 - K12 - continuous conversation with administrators at the local level and engagement at the state level

Post-Secondary - support the lobbying and logistics in providing secondary faculty with opportunities for CTE licensure.
Business/Industry - press the school boards for the requirement for levy dollars returned to CTE program fields
Workforce - assist K12, and business and industry

- **Marketing and Branding**

- K12 - provide materials for students to be aware of accessibility to programming, common message

Post-Secondary - assist in developing and rolling out marketing materials, common message
Business/Industry - guiding the marketing and branding process from the perspective of B&I, common message
Workforce - emphasizing the importance of branding and assisting in the marketing process with B&I and local/regional economies

- **Career Fields vs. Career Pathways**

- K12 - develop and market a consistent brand for each career field, which leads to career pathway

Post-Secondary - develop and market a consistent brand for each career field, which leads to career pathway and provision of continued coursework post high school. Assist in identifying the needed coursework, realize the branding effort.
Business/Industry - assist in the process of common branding and embrace the opportunity to realize the benefit of a broadfield experience in CTE. Identify core abilities for students to possess in order that they may therefore be trained on-site with greater expediency.

Workforce - communicating the message of broadfield abilities to allow for lifelong learning.

Performance Gaps:

Year 1 - Define and Measure

- **Clearly define the need in context of the individual organization.**
- **Collect Data**
- **Disaggregate Data**
 - **Discuss Data with State Staff**
 - **Identify gaps**
- **Develop a plan**
 - **Bring individuals together to develop a plan on how to best move forward**
 - **Determine if funds need to be allocate**

Year 2 - Analyze and Improve

- **Observe the data metrics and look for correlations to the identified need.**

- **Consolidate the information**
- **Select and begin initial improvement strategies**

Year 3 - Improve and Control

- **Using the feedback obtained from Year 2, make adjustments to the improvement strategy in response to the data gained in year**
- **Employ statistical data control tools to maintain process fulfillment in delivering to the need.**

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) provide career exploration and career development activities (ALL)
- (2) provide professional development (ALL)
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- (4) support integration of academic skills into career and technical education programs and programs of study (ALL)
- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

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
 - o Of these 6 programs of study, a minimum of 4 career fields must be represented
 - o 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)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The current East Range consortium is made up of three NHED colleges and 9 local school districts/12 high schools. In addition the consortium board is made up of business and industry partners, the Laurentian Chamber of Commerce, and Careerforce partners Northeast MN Office of Job Training and Arrowhead Economic Opportunity Agency. The board is active in all aspects of the Perkins grant cycle from grant writing, fiscal review and approval to full implementation of grant goals and objectives. This has been an extremely successful model for the East Range Consortium for over 20 years. All FY21-22 eleven narratives and all CLNA Elements are woven extensively through the consortium governance.

During the grant FY19 cycle new state guidelines were identified for minimum qualifications to be considered a MN Perkins Consortium. East Range, Hibbing-Chisholm and Itasca did not meet the minimums. In May 2019 the three consortia began the process of exploring the idea of becoming one large consortia serving all 5 Northeast Higher Education District Colleges and surrounding areas.

Throughout FY20 the three consortia have worked collaboratively on completing a combined "True North Stars" CLNA. This produced many challenges because of distance, time, true understanding of the assignment and most notably Itasca losing their secondary and post-secondary consortia coordinator in January.

At this point, the consortia continues to move forward with the tentative goal to be fully aligned by the 21-23 application. During FY 21-22 the consortium will need to review each and every process for each aspect of how individual consorti are operated, ultimately agreeing and creating one Standard Operating Procedure for the new 5 college and 22 school district consortium. This will require an increase in time and local meetings with all stakeholders before implementing a new agreed upon SOP.

Specifics:

Board Structure

Fiscal decision – budget planning, SOP (request forms/procedures)

WBL opportunities

Programs of Study, Career Pathways, State Approved Programs, Professional Development

Fiscal Agents

Coordination structure

During FY20, East Range, Hibbing/Chisholm and the Itasca Consortia came together to complete a CLNA application for the purposes of putting together a 3 year plan to create one consortium.

Details of the alignment are in the CPIP grant document attached at end.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- (1) provide career exploration and career development activities (ALL)
- (2) provide professional development (ALL)
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations; (ALL)
- (4) support integration of academic skills into career and technical education programs and programs of study (ALL)
- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement (ALL)
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

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.

Describe your consortium’s proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

Mesabi Range College intends to use some of their post-secondary reserve funds to address special populations through a variety of on-campus activities. This includes the fall open house for high school students in grades 10-12, the spring skills and knowledge fair and the summer program boot camps. All of these events allow individual to have access to programs that are underrepresented in their area such as men in nursing or women in trades and paramedic.

We are looking to host a welding boot camp for high school girls. This will provide career exposure in an area that is sorely underrepresented with females.

The IRRRB and ALI also contribute to these events by covering the cost of transportation. We hit all of the areas defined. We are located in a major rural area. We have high numbers of CTE participants and concentrators in special populations. Our activities involve collaborations with multiple agencies (Careerforce, NEMOJT, IRRRB, ALI, area school districts and colleges) and foster innovation with these partnerships. We provide opportunities for our secondary students to see the incredible availability of high wage, high skill and in-demand jobs in occupations, many of which are non-traditional fields, in not only our region but also state and nationwide.

We also dedicate a major portion of our reesrve funding to staffing needs. This includes advisors that work directly with our underrepresnted populations.

Secondary:

Reserve funding will be used to support the following in rural areas to foster innovation and promising and proven career and technical education programs within the consortium.

- *Perkins approved supplies and equipment*
- *Staff Development*

- *Career Exploration*
- *Program of Study Development*

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

Items pre approved by the East Range Consortia board in the FY 21-22 Perkins application include: MIB-Cooktop griddle \$5,145, FCS supplies \$1,000--St.Louis Cty-Business supplies, and RBX 151 X rails with Y axis, Kit rail extension, Kit hanger mount,\$3,748--Virginia- Foods & Nutrition enhancements \$503. Business Upgrade for Urban Edge curriculum DECA series \$1,037, Welding 2/Miller ultiiMatic 220ACDC \$6,000, torich, sulinder carts, welding principles \$1,926, Formlab 3D printer \$6,400, DoBot 4 Axis Robotic Arm \$2,300

Reserve funds will comply with Perkins Section 135, focusing on industry-standard equipment and training thereof. The budget will reflect the needs and be appropriated and equitably allocated whilst allowing for continuous improvement, agility and region-specific needs, though are not limited to the existing career pathways presently in force.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The consortium will use reserve funds for professional development and equipment to foster innovation, promote the development, to improve Career Pathways and POS.

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

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$15,000.00
Postsecondary Subtotal	\$20,000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$3,500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$20,000.00
Secondary Subtotal	\$23,500.00
TOTAL	\$43,500.00

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

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Shannon Malovrh	CTE/Perkins Coordinator	Secondary		67%	46,984.00
Chris Vito	CTE/Perkins Coordinator	Postsecondary		50%	\$26,837.50
Charlene Norlander	Advisor	Postsecondary		35%	\$29,031.00
Matt Jarva	Advisor	Postsecondary		35%	\$24,540.60
Sabrina Skeens	Counselor	Postsecondary		50%	\$31,834.00
Michelle Zupancich	CTE/Perkins Coordinator	Postsecondary		25%	\$9,319.22
Richard Larson	Instructor	Post Secondary		10%	\$6,923.08
Jeannette Cox	Instructor	Postsecondary		10%	\$5,466.54

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

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

Position Description

Secondary Perkins Position Discription

Position Description

vito_chris_position_description

Position Description

norlander_char_job_description

Position Description

jarva_matt_job_description

Position Description

skeens_sabrina_position_description

Position Description

VCC.Zupancich.Michelle_PD . 9.25.18.docx

Position Description

Larson. Richard.PD

Position Description

Cox.Jeanette.PD.3.31.15

Position Description

Position Description

Position Description

Position Description

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

Career Cluster: Select the career cluster from the drop down menu.

Career Pathways: Select the career pathway from the drop down menu.

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Eveleth-Gilbert High School - Course Code (40), CIP Code (090101), Minnesota Common Course Number (22101) Function Code(180401)
Virginia High School
International Falls High School

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Mesabi Range College - Virginia, Minnesota

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam		
Work-based Learning	Work at Pre-Schools		

Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS Degree in Early Childhood/Early Childhood Special Education	Certificate in Child Development	
Work-based Learning	Partners with local child care providers with events on campus		
Licensure			
Certification			
Industry-Recognized Credential	Para Pro or CDA		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- https://www.mesabirange.edu/assets/sites/mesabi/uploads/files/Child_Development_Certificate_Spring_2019.pdf
- https://www.mesabirange.edu/assets/sites/mesabi/uploads/files/ECSPED_AAS_Fall_2018_1.pdf

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory board includes secondary, post-secondary and business and industry partners.

Work closely with CareerForce partners and DEED.

Work closely with with AEOA, Head Start and area childcare providers.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

See links above.

Licensed CTE teacher teaching in a MDE approved program.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Higher Learning Commission visit fall 2019.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

NA

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

NA

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

NA

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

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration

Career Pathways: Select the career pathway from the drop down menu.

Administrative Support

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Cherry High School - Course Code (07), CIP Code (520401), Minnesota Common Course Number (12003)
Function Code (140710 and 149090)
Littlefork-Big falls High School

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Mesabi Range College - Virginia, MN

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam		
Work-based Learning	Student Placements in various local businesses		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS Degree in Business Operations Management or Business	Diploma in Business Operations Management	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

- Capstone Project for A.A.S. Degree
- Secondary TSA in CEP Project Management Word Class

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- https://www.mesabirange.edu/assets/sites/mesabi/uploads/files/BOPM_Diploma_Fall_2018_5_3_2019.pdf
- https://www.mesabirange.edu/assets/sites/mesabi/uploads/files/BOPM_AAS_Degree_Fall_2018_5_3_2019.pdf

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Active advisory board includes secondary, post-secondary and business and industry partners.
- Work closely with CareerForce partners and DEED.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

CTE teacher teaching in an MDE approved program

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Higher Learning Commission visit fall of 2019.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory board includes secondary, post-secondary and business and industry partners.

The East Range Partnership is actively involved in all purchasing decisions which align with all of the above.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Not currently fully developed but is an ongoing continuous improvement.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

See CLNA.

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

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Facility and Mobile Equipment Maintenance

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Eveleth-Gilber 170302, 170303, Mountain Iron-Buhl170302, 170303 and Virginia High Schools170302, 171000 - Course Code (05), CIP Code (470606), Minnesota Common Course Number (20110Program Code (171000, 170302, 170303)

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hibbing Community College - Hibbing, Minnesota (Brokering of Services)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Exam		
Work-based Learning	TBD with new career academy		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Automotive Technician Diploma		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

<https://hibbing.edu/assets/sites/hibbing/uploads/pdfs/ProgramOutcomes/AutomotiveTechnicianProgramOutcomes.pdf>

https://hibbing.edu/assets/sites/hibbing/uploads/ProgramPlans/2019-2020/ASES_Program_Plan_2019-2021.pdf

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory board includes secondary, post-secondary and business and industry partners.

Work closely with CareerForce partners and DEED.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary

credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

CTE teacher teaching in an MDE approved program

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Higher Learning Commission visit fall of 2019.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The East Range Partnership is actively involved in all purchasing decisions which align with all of the above.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Not currently fully developed but is an ongoing continuous improvement.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

See CLNA.

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

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Construction

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

International Falls, Program approval in process to be submitted summer/fall 2020 to MDE

Virginia and Mesabi East High Schools - Course Code (01), CIP Code (460000), Minnesota Common Course (17002), Function Code (171000)

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Mesabi Range College - Virginia, Minnesota

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	OSHA 10		
Work-based Learning	Habitat for Humanity		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Carpentry or Construction Trades Diploma		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	OSHA 30		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

https://www.mesabirange.edu/assets/sites/mesabi/uploads/files/CARP_Diploma_Fall_2019.pdf

https://www.mesabirange.edu/assets/sites/mesabi/uploads/files/Construction_Trades_2019.pdf

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory board includes secondary, post-secondary and business and industry partners.

Work closely with CareerForce partners and DEED.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and

ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

CTE teacher teaching in an MDE approved program

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Higher Learning Commission visit fall of 2019.

The East Range Partnership is actively involved in all purchasing decisions which align with all of the above.

Not currently fully developed but is an ongoing continuous improvement.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The East Range Partnership is actively involved in all purchasing decisions which align with all of the above.

Not currently fully developed but is an ongoing continuous improvement.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Not currently fully developed but is an ongoing continuous improvement.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

See CLNA.

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

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

Career Pathways: Select the career pathway from the drop down menu.

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

PSEO model with Mesabi Range College- Eveleth-Gilbert, Mesabi East, Mountain Iron-Buhl, and Virginia High Schools -
 St. Louis County PA 070303
 Course Code (13, 19, 20,21, 22, 67), CIP Code (51.0000), Minnesota Common Course Number (14002), Function Code (940800 and 070300)

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Mesabi Range College - Virginia, MN

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	CNA Exam	EMT Exam	CPR/First Aid
Work-based Learning	Nursing Home volunteer hours		
Licensure	CNA Exam	EMT Exam	CPR/First Aid
Certification	CNA Exam	EMT Exam	CPR/First Aid

Industry-Recognized Credential	CNA Exam	EMT Exam	CPR/First Aid
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Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Certificate as Certified Nursing Assistant or Home Health Aide	Practical Nursing Diploma	
Work-based Learning	Clinicals		
Licensure	CNA Exam		CPR/First Aid
Certification	CNA Exam		CPR/First Aid
Industry-Recognized Credential	CNA Exam		CPR/First Aid

Other Assessments (only if not previously listed):

Clinicals

Ambulance Ride alongs

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

<https://www.mesabirange.edu/programs/practical-nursing>

<https://www.mesabirange.edu/programs/practical-nursing>

<https://www.mesabirange.edu/programs/emi/>

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and

maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory board includes secondary, post-secondary and business and industry partners.
Work closely with CareerForce partners and DEED.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

This is offered as a PSEO program.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Higher Learning Commission visit fall of 2019.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The East Range Partnership is actively involved in all purchasing decisions which align with all of the above.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Not currently fully developed but is an ongoing continuous improvement.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

See CLNA.

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

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

Human Services

Career Cluster: Select the career cluster from the drop down menu.

Law, Public Safety, Corrections, and Security

Career Pathways: Select the career pathway from the drop down menu.

Emergency and Fire Management Services

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Virginia and Eveleth-Gilbert High Schools and ISD #2142 - Course Code (13, 19, 20, 21, 22, 67), CIP Code (510000), Minnesota Common Course Number (14002), Function Code (940800 and 070300)

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Mesabi Range College - Virginia, Minnesota

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	CPR/First Aid	EMT	
Work-based Learning	Ambulance Ride alongs	Ambulance Ride alongs	
Licensure	CPR/First Aid	EMT	
Certification	CPR/First Aid	EMT	
Industry-Recognized Credential	CPR/First Aid	EMT	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	EMS Certificate	EMT/Paramedic Diploma	EMT/Paramedic A.A.S. Degree
Work-based Learning	Ambulance Ride alongs	Ambulance Ride alongs	
Licensure	CPR/First Aid	EMT	Certificate
Certification	CPR/First Aid	EMT	Certificate
Industry-Recognized Credential	CPR/First Aid	EMT	Certificate or Diploma

Other Assessments (only if not previously listed):

Ambulance Ride alongs

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

<https://www.mesabirange.edu/programs/emt/>

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory board includes secondary, post-secondary and business and industry partners.

Work closely with CareerForce partners and DEED.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

This is offered as a PSEO program.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Higher Learning Commission visit fall of 2019.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The East Range Partnership is actively involved in all purchasing decisions which align with all of the above.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Not currently fully developed but is an ongoing continuous improvement.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

See CLNA.

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

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration ▼

Career Pathways: Select the career pathway from the drop down menu.

Restaurants and Food/Beverage Services ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Mountain Iron-Buhl High Schools - Course Code (16), CIP Code (190101), Course Number (22051), Function Code (090301 and 090100)

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hibbing Community College - Hibbing, Minnesota (Brokering of Services)

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	ServSafe		
Work-based Learning	Restaurant Experience		
Licensure			
Certification			
Industry-Recognized Credential	ServSafe		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	One or Two Year Diploma in Culinary Arts	Certificate in Culinary Arts or Pastry Artist	A.A.S. Degree in Culinary Arts
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	ServSafe	ServSafe	

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

<https://hibbing.edu/academics/areas-of-study/culinary/>

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Active advisory board includes secondary, post-secondary and business and industry partners.

Work closely with CareerForce partners and DEED.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

CTE teacher teaching in an MDE approved program

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Higher Learning Commission visit fall of 2019.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

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Component is present?

Yes

No

List of Evidence (if not present, enter "N/A")

See CLNA.

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

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

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

FY21-22 East Range Consotia Signatures

Secondary Supplemental Budget:

East Range Secondary-Supplemental-Budget-Amplifund-Worksheet (1)

Consortium Consolidated Equipment Inventory

East Range Consortium Equipment Inventory-1

Additional Material

Perkins-V-CLNA-Reporting-Framework-Accessible-Version-April_10_2020

Additional Material

Nett Lake Signature

Additional Material:

East Range

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

	Grant Funded	Total Budgeted
B) Narrative 2: Programs of Study		
a. Secondary Personnel (Salary and Benefits)	\$2,350.00	\$2,350.00
b. Secondary Non-Personnel	\$2,500.00	\$2,500.00
Subtotal	\$4,850.00	\$4,850.00
H) Narrative 8: Support to Professionals		
a. Secondary Personnel (Salary and Benefits)	\$2,000.00	\$2,000.00
b. Secondary Non-Personnel	\$13,234.77	\$13,234.77
b. Secondary Non-Personnel	\$300.00	\$300.00
b. Secondary Non-Personnel	\$700.00	\$700.00
Subtotal	\$16,234.77	\$16,234.77
J) Narrative 10: Consortium Governance		
b. Secondary Non-Personnel	\$1,100.00	\$1,100.00
d. Secondary Admin (5% max) UFARS 895	\$3,253.00	\$3,253.00
Postsecondary Personnel (Salary and Benefits)	\$101,727.08	\$101,727.08
Shannon Malovrh	\$56,928.00	\$56,928.00
Subtotal	\$163,008.08	\$163,008.08
K) Narrative 11: Reserve Funds		
b. Secondary Non-Personnel	\$17,200.00	\$17,200.00
b. Secondary Non-Personnel	\$27,734.00	\$27,734.00
b. Secondary Non-Personnel	\$4,000.00	\$4,000.00
b. Secondary Non-Personnel	\$3,000.00	\$3,000.00
d. Secondary Admin (5% max) UFARS 895	\$2,163.14	\$2,163.14
Postsecondary Non-Personnel	\$21,536.13	\$21,536.13
Postsecondary Personnel (Salary and Benefits)	\$32,561.01	\$32,561.01
Subtotal	\$108,194.28	\$108,194.28
Total Proposed Cost	\$292,287.13	\$292,287.13

Proposed Budget Narrative

B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item

Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

a. Secondary Personnel (Salary and Benefits)

Sub costs for CTE staff to attend meetings, PD, supervised student career exploration etc.

b. Secondary Non-Personnel

CTE staff teaching in an approved program-instructional technology support

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)

b. Secondary Non-Personnel

CTE Professional in state/outstate travel consortia meetings, ACTE Vision/Policy, MACTA, CTE staff

b. Secondary Non-Personnel

CTE staff teaching resources, textbook

b. Secondary Non-Personnel

ACTE, MACTA etc memberships

a. Secondary Personnel (Salary and Benefits)

Curriculum development and CTE delivery enhancements (after school pilot)

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)

Shannon Malovrh

Secondary Coordination

b. Secondary Non-Personnel

Costs associated with consortia office maintenance, postage, technology etc.

d. Secondary Admin (5% max) UFARS 895

Admin Fee

Postsecondary Personnel (Salary and Benefits)

Postsecondary coordination, instruction, recruitment,counseling and academic advisement salaries.

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)

b. Secondary Non-Personnel

Equipment for CTE instructors teaching in CTE Approved Programs

b. Secondary Non-Personnel

304- Support for sub awards for CTE Approved Programs

b. Secondary Non-Personnel

Support for CTE staff teaching in CTE Approved Programs-non consumable supplies

b. Secondary Non-Personnel

Consortia Professional Development

d. Secondary Admin (5% max) UFARS 895

Secondary Admin-

Postsecondary Non-Personnel

Special Populations, instruction, marketing, recruitment and events

Postsecondary Personnel (Salary and Benefits)

Postsecondary coordination, instruction, recruitment,counseling and academic advisement salaries.