



South Central Perkins Consortium

Prepared by South Central Consortium
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Kim Mueller

Submitted on 08/14/2022 1:41 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

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.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, Interim State Director for CTE, Minnesota State

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(651) 201-1650

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Fund Activity Categories

Education

Departments

Subjects

Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

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

South Central Perkins Consortium

Award Requested

\$629,340.35

Total Award Budget

\$629,340.35

Primary Contact Information

Name

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Project Description

Consortium Membership List

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Consortium Membership

List the college(s) and all of the secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

The South Central Perkins Consortium partnered with i3Works during the 2020 - 21 school year. This plan was developed using feedback from stakeholders as well as reflection on what has worked well in the past. Key components of the plan included:

1. A set of specific questions organized by CLNA element
2. A set of identified stakeholders that can provide helpful insights
3. A data collection model to be repeated for each of the five core CLNA elements.

During the fall of 2021, the South Central Perkins Advisory provided feedback on how to approach our CLNA. As a team, we came up with the best survey tool to use, how to best communicate with stakeholders, and what questions to ask each of the stakeholder groups. During our next Perkins Advisory, we reviewed the survey results. There were 440 stakeholders who responded to the survey! The largest three groups were: parents, students, and CTE teachers.

The information gathered from the CLNA has been a critical component in understanding the needs of our stakeholder groups and communities. The information gathered has sparked conversation around how to best use our resources to address these needs and to move this work forward. The South Central Consortium has established a CLNA process that will promote the assessment of CTE throughout the two-year application cycle and we are confident that this will strengthen our partnerships and enhance our awareness of regional needs and opportunities.

Building off of our last CLNA and Perkins Application, we will continue to work through these themes:

- Professional Development Opportunities: CTE and Core Teachers, Concurrent Enrollment Teachers & Liaisons
- Access to Industry Recognized Equipment: How to best share regionally, Access to Shared Curriculum
- Increased WBL Teachers & Coordinators
- CTE Teacher Recruitment and Retainment: Licensure Continues to be a Challenge, Credentialed faculty are hard to find and pull away from high-wage industry, More work needs to be done with the portfolio process
- Continue to build strong relationships with colleges and universities: These relationships will help to support our secondary teachers, Provide resources for current teachers to promote their profession
- Student Experiences: Continue to support Workforce Development Coordination in the Region, Establish, maintain, and support opportunities for postsecondary students to engage with high school students, Build on classroom presentations from industry professionals and postsecondary faculty in the secondary classroom AND in the field
- Students Having a Graduation Plan vs. a Plan to Graduate

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your completed CLNA Framework

Perkins-V-CLNA-Reporting-Framework-Accessible-Version-March-2022.docx.pdf

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium's CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. [Go to Perkins Operational Handbook, page 18.](#)

Enter your responses to Narrative #2 in the space provided below:

Each of our S-R POS and POS have been identified as career fields in high demand or high wage in our region. This information came from DEED labor market data shared with us by our South Central Workforce Council partners. We will continue to communicate to our secondary programs through Communities of Practice and the Perkins Advisory to identify what support they need to grow their programmatic areas. These supports could include updated curriculum, professional development, work-based learning opportunities, career awareness activities, etc.

Districts within our Consortium continue to look for ways to develop programs of study that reflect their local labor market. For example, we have districts partnering with the South Central Service Cooperative to provide CTE programming in Health Sciences, Information Technology and Education. There are also districts developing their own programming in high need areas such as healthcare. There are several districts adding Agriculture programming to their course offerings.

Clear communication strategies need to be identified at the building and district level to ensure all students are aware of course offerings. This includes students moving from elementary to middle to high school. This also includes all our learners. CTE classes are for ALL students. Marketing and communication strategies prioritize showcasing students who represent a variety of special populations groups. Secondary and postsecondary will continue to collaborate and utilize resources to ensure that students who represent special populations have the opportunity to participate in career exploration activities and CTE dual enrollment courses/pathways.

At the postsecondary level, marketing and communication strategies will continue to prioritize the inclusion of students who represent special populations. A free, online application process, a variety of CTE educational award and certification options, and numerous student support services are in place to ensure student success. Many CTE programs offer both short term certificates or diplomas and two-year degree options, meeting the needs of SCC's diverse student needs and goals. Perkins leadership will also continue to work with CTE program faculty and administration to establish and maintain industry recognized certifications within programming and develop strategies to make certifications more achievable. These strategies include, but are not limited to, special course fees to cover the cost of expenses related to certification attainment, certification preparation materials, and providing the opportunity to take certification exams on or near the SCC campus, if possible.

Our comprehensive local needs assessment indicates that we need to continue to provide quality career and technical education in our secondary schools and to continue to build bridges to postsecondary. It is difficult to find ways to improve our program size, scope and quality in our

vastly different school districts. Most of our districts are so small that they are only able to provide a small career and technical education offering. For example, they may only have one career and technical education program area. In order to expand, a district would need the resources to pay for additional teaching staff, space in the building to offer the classes, industry recognized tools and equipment, and updated curriculum. This far exceeds the ability of the Perkins grant to support. However, what Perkins can do is to continue to provide opportunities for districts to work together to solve regional problems. This could be in the form of our Academy programming, expanded PSEO options, Communities of Practice, enhanced business/industry partnerships, and comprehensive professional development opportunities.

Our region continues to see a strong workforce need for manufacturing, agriculture, healthcare, and information technology. As we continue to find ways to strengthen our current programs of study throughout the region, we will also find ways to add more opportunities in these high wage, high demand occupation areas. We will also continue the work of providing exploration opportunities for our students with our higher education partners alongside our business and industry partners. This work will be done at the district and regional level with the expansion of our Workforce Development Coordination efforts.

Obtaining more advanced equipment for both of the college's campuses was identified as a possible option to provide more quality learning opportunities to secondary students in the region. Transportation and time away from the high school continue to be challenges to take advantage of the space and equipment available to districts. Portable equipment and mobile learning labs could be utilized in high schools and other more convenient locations to avoid transportation and scheduling issues.

Continue to look for industry recognized credentials that can be incorporated into our high school CTE classes.

Parent focused education that highlights the need for more people in high skill, high wage, high demand career fields continue to be a challenge. Changing the narrative that a 4-year degree is the only route to a great career continues to be a focus. Parents of students in PSEO courses need to receive current labor market information during orientation and other Campus events.

Continued work is needed to make programs stackable from high school through the A.A.S. degree level.

Many discussions took place on sharing resources when it comes to the rural districts in our consortia and developing potential strategies to share teachers, classes, seats in our smaller districts.

Open Education Resources (OERs) workshops and training could be organized and developed with the help of SCC's Center for Teaching and Learning Excellence.

Teachers shared that some courses are offered at the high school level based on student interest and not always based on industry needs. It was shared that training, such as the Program of Study meeting (which brought in an expert from Green Seam to share the needs of the region), helped teachers to know how to adjust what they were teaching on courses, what (if any) new courses to add, and which courses to discontinue based on industry needs.

Discussions took place on how the college could be a location for high school students to attend for all or a portion of a class/program. The college would need to consider the schedule of when classes are offered to align with the secondary schedule. Blended courses or other alternative course delivery methods may be explored.

Secondary teachers in rural districts shared their concern with keeping up with teaching six or more courses per term. This type of teaching load makes professional development difficult and staying up to date with industry standards a significant challenge. It was shared that time and money are barriers in keeping industry standards relevant. Professional development is needed along with open dialogue and shared resources (which could include shared curriculum) to meet the needs of size, scope, and quality for our rural programs.

The Career Navigator program is a collaborative career exploration experience for ninth grade students in the districts participating in the Perkins consortium. During the 21-22 academic year, over 2700 students through 26 school districts were able to experience hands-on, interactive presentations from dozens of SCC college faculty and industry partners who represented CTE careers in all six career clusters. A Career Navigator Assistant, employed through South Central College, coordinates and manages these events, that take place throughout the academic year. This individual also supports other career exploration events that are hosted throughout the year, such as the Tour of Manufacturing.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

South Central Consortium--State-Recognized and Funding Priorities--Spring 2022.xlsx

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

WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

The South Central Perkins Consortium has a rich history of collaborating - secondary, higher education, community based organizations, workforce agencies, and industry partners - all coming together to provide students with opportunities to explore careers, receive current industry trends, and explore work based learning opportunities. **These events are typically supported through in-kind support from our partners. These partners included, but are not limited to: local school districts, Minnesota State University, Mankato, South Central Workforce Council, Minnesota Valley Action Council, DEED, and a large number of industry partners. \$1500 of postsecondary funding has been allocated to support these events as needed and able. Some events are funded through other narratives specific to the program area(s) that the event features.**

Career Navigator: The planning team comes from South Central College and South Central Service Cooperative. The event is supported by 30 business and industry partners, including the Workforce Council and DEED. During the 2021-22 school year, just over 2700 students participated in the Career Navigator program. **Postsecondary supports this event directly through Narrative 2.**

Career Expo: The planning team comes from the South Central Service Cooperative, Mankato Area Public Schools, Mankato Clinic, Crystal Valley Cooperative, Bolten and Menk, Workforce Council, Minnesota State University, Mankato, and Rasmussen University. Hundreds of businesses volunteer their time to the interactive exhibits, My Story, and the Career Game Show. In March 2022, nearly 1600 10th grade students experienced the Expo.

Tour of Manufacturing: The planning team comes from DEED, South Central College, Greater Mankato Growth, South Central Workforce Council, South Central Service Cooperative, and a dozen local industry partners. TOM was virtual in 2021-22. Due to COVID, there were limited sites that hosted an in-person tour. In-person tours were offered at: South Central College, Cambria and Aluma Craft. In total, 15 districts participated with an estimated 833 students engaging. **Postsecondary supports this event directly through Narrative 2.**

Construct Tomorrow: The planning team comes from local union trades, South Central Workforce Council, Mankato Area Public Schools, South Central Service Cooperative and the Construct Tomorrow Board. This interactive event hosted 729 students from 30 regional schools. There were 11 trades present at the event.

Scrubs Camp: The planning team comes from South Central Service Cooperative, Minnesota State University, Mankato, South Central College, South Central Workforce Council, Mankato Clinic, Monarch, South Central EMS, Rasmussen University, Mayo Clinic Health Systems, and Mankato Area Public Schools. Scrubs Camp offers students entering 9th grade through 12th grade a hands-on experience in a variety of healthcare positions from nursing to coding to emergency

medicine to physical education. **Postsecondary supports this event directly through Narrative 2.**

CRAVE: The planning team comes from South Central Service Cooperative, South Central Workforce Council, FCS Teachers from St. Peter, LeSueur-Henderson, LCWM and Mankato Area Public Schools. CRAVE provides students an immersive experience into culinary. Industry partners provide hands on demonstrations during the event and there are competitive events for students to participate.

Career Day: Due to COVID, this event was canceled for the 2021-22 school year. The regional counselors who host this event in partnership with South Central College, are hopeful to host again next year. Career Day provides our juniors and seniors an opportunity to meet with industry professionals in the fields they are most interested in. These sessions give students a greater understanding of what the career field is and how to access it.

MCIS and/or Naviance is used in our districts to provide local career exploration and personal learning plans. Several of our districts are starting to explore different career exploration platforms such as Xello and YouScience.

Skills for Success in Employment Education & Life provides free presentations to local high schools in South Central Minnesota covering a variety of career and employment topics including career exploration, job search techniques, interviewing, workplace skills and financial literacy. To provide flexibility to the unique needs of each school and classroom, schools can choose in person and virtual presentations. Virtual presentations feature the [Skills for Success Videos series](#) which features four local employers providing advice in employability skills, interviewing and maintaining employment. So far during the 2021-2022, 1,118 student contacts were made through Skills for Success session at 18 different schools.

Know Before You Go Infographics provides information on current wage and postsecondary options for students to explore. This information is connected to the career wheel and provides an easy way to understand their options. The Know Before You Go Infographics are also available in Spanish. Industries covered: Healthcare, Manufacturing, IT, Agriculture, Transportation, Construction, Business and Education. Infographics are shared with over 50 schools in the area.

PICE- This program is managed by the South Central Workforce Council in partnership with Minnesota State University's Counseling Program. Interns come out into our rural districts to support the counselors. There is one intern for the 2021-22 school year placed at Madelia High School.

Career Coach is a career assessment tool that South Central College provides for current and prospective students to help them discover career fields and educational options available based on their interests and skills. Career Coach has two assessment options - a six question option that provides quick, generalized information based on the user's responses and a sixty-question option that provides a more detailed report. In addition to using this tool with current and prospective students interested programs offered at SCC, this tool has also been used as part of our career exploration events throughout the 21-22 academic year. **This tool is financially sustained through institutional funds.**

Apprenticeship opportunities continue to expand and are established and maintained under the leadership of the Director of Strategic Partnerships and Employer Engagement. SCC currently has apprentices in areas of Advanced Manufacturing and Medical Assisting with other CTE program areas looking into the potential of embedding this model into their curriculum. **These partnerships and programs are sustained through expenses allocated to Narrative 6 as well as other grant funding and institutional dollars.**

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- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- **How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?**
- **How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?**
- **How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?**

Enter your response here:

We will continue to provide Communities of Practice and opportunities for professional development for our CTE and core academic teachers to find ways to work together. A Community of Practice is a meeting where similar school positions meet and support each other. For example, the Work Based Learning Community of Practice brings together regional WBL teachers and coordinators. These strategies will include expanded collaborations between secondary and postsecondary educators. Communication will be delivered to districts through email, newsletters, workshops, etc.

Our CLNA reflects the importance of providing students with industry recognized credentials and certifications in high school. There has also been an increased interest in providing CTE students with the opportunity to learn and experience core and CTE classes in partnership. A few districts have expressed interest in creating these opportunities, but more work needs to be done. Our goal is to have 2-3 districts create shared curriculum by the end of next year which will be available to students during the 2023-24 school year. Once this model is deemed successful, it will be shared throughout the Consortium.

Continued strategic alignment of curriculum or additional course offerings through dual enrollment models can also lead to our high school students earning industry-recognized credentials. South Central College serves as a testing site for a variety of certification exams throughout their CTE programs. Continuing to embed certifications within pathway programming and offering a certification site can remove barriers for students and open the door to additional career opportunities more quickly.

We will also support industry recognized credentials when industry partners communicate the importance through programmatic advisory meetings. Two that came up recently include ASE Certification and AWS Certification. Expanding opportunities for students (in both secondary and postsecondary CTE programs) to obtain industry-recognized credentials will be a priority for the Consortium. These opportunities may include, but not be limited to, offering testing sites at the postsecondary campus, providing certification preparation, materials/resources, and arranging cohort groups for preparation and testing.

Emergency Medical Responder and Mental Health First Aid continue to be areas of interest for our districts offering health science programming.

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- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

The South Central consortium needs to do a better job of discovering what barriers exist for our students. Student focus groups are planned for next Fall to determine what the barriers are and brainstorm ways to eliminate them.

The following equal access strategies were suggested as part of the CLNA process:

- Continued conversations around sharing resources in our rural districts
- Creative outreach for our underserved students
- Classroom practices that address issues of equitable access
- Cultural competency among teachers, faculty, staff
- Continue career exploration events for all

These strategies will be addressed by both secondary and postsecondary decision makers and implemented where possible throughout the region.

We will start the STEM Equity classroom presentations again. The COVID-19 pandemic put a halt to this for the last few years. This collaboration presents STEM in a hands-on way while also talking through gender equity and other stereotypes that may exist in CTE career fields. This has typically been done in partnership with the Greater Mankato Diversity Council. We will partner with them AND include engineering students from Minnesota State University, Mankato.

The consortium will continue working with our regional Alternative Learning Centers to enhance access to CTE, especially through career exploration. There are also three Early/Middle College programs approved with districts in the Consortium that provide direct access to postsecondary CTE programming.

Additional professional development, training, and education will be provided for secondary and postsecondary instructors, counselors, advisors, and staff in support of special populations.

Our regional Consortia will continue working together to focus on Poverty Training, Research to Inform Practice, and Student Interviews and Focus Groups.

As identified in our comprehensive local needs assessment, our marketing efforts surrounding career and technical education need to be improved. During this application period, our Consortium will create a viable marketing plan for the region. This will include providing opportunities for students who attend our Alternative Learning Centers, students in our special education programs, improved access to work-based learning programs, and an improved participation rate in any career and technical education class. Communication strategies to parents/guardians was also highlighted - many parents were not aware of the CTE opportunities that their children (including students who represent Special Populations) had access to. This enhanced communication may also help to eliminate any stigmas surrounding career and technical education and provide factual information that will help families make informed decisions that best meet the academic and career goals for their students.

In rural districts, resources continue to be a challenge when seeking equal access to CTE programs for all students. For budgetary purposes, smaller districts are challenged to offer classes with higher numbers and must cut specialized courses that allowed for students to explore career fields if fewer students signed up for the course. Larger districts can offer extensive opportunities for students to explore courses in a wider variety of career fields. **Our goal is to find ways to better share resources among districts. Our goal is to find ways to better share resources among districts through professional development opportunities and workforce development resources for districts that address CTE-specific strategies for marketing, STEM equity, career exploration, and innovative cooperative teaching & learning.**

Access for working adults continues to be a challenge with conflicting work and family schedules and responsibilities. Postsecondary CTE programs need to continue to evaluate the days, times, and delivery methods of their course offerings to better accommodate the needs of the students who are or desire to move through CTE programs.

Access to programs that have a high upfront cost to participate is also a challenge. The cost of tools is a major barrier for students and needs to be addressed.

Communicating the importance of having all students participate in regional and local career exploration events and activities is essential to ensure that we are reaching students who represent special populations. The South Central consortium has and will continue to provide resources for districts when their students need extra support such as translators, additional chaperones/paraprofessionals, materials for blind and hard of hearing students, etc.

The following professional development opportunities are provided for those who support students in Special Populations:

- Communities of Practice
- Articulated College Credit meetings
- Poverty training
- Webinars and virtual professional development events
- CTE Works! and other regional or statewide conferences

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- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Enter your response here:

Work-based learning is an opportunity for students at the secondary and postsecondary level to explore their career interests through a variety of experiential activities. The importance of work-based learning was evident in our CLNA, as our stakeholders are looking for ways to provide real world learning in the classroom and in their communities.

Through multiple funding streams, Greater Twin Cities United Way GPS grant and Future Ready CTE, the South Central Consortium has been able to provide funding to support our CTE teachers in obtaining their WBL endorsement to their teaching license. This will, for years to come, provide opportunities for teachers to provide WBL in their content area classrooms. Funds have also been used to create several regional Workforce Development Coordinator positions. This role has been vital in creating local partnerships between districts, higher education partners, and business and industry partners.

There have also been a number of professional development opportunities through regional, statewide and nationwide workshops and conferences. On a local level, the WBL Community of Practice continues to be well attended by regular and special education WBL teachers and coordinators and industry partners.

The WBL Communities of Practice has been looking for a regional tool to track and streamline the process. **This CoP has piloted a few WBL systems that include Seamless WBL, Future Forward, AET and is now working with Jobready. Mankato and Madelia will continue to work with Jobready for the 2022-23 school year. This work started the spring of 2022.**

At the postsecondary level, CTE programs will revive the expansion of work-based learning opportunities. These efforts will be supported by and in collaboration with SCC's Director of Strategic Partnerships and Employer Engagement. Some of these efforts had been halted due to pandemic-related restrictions but are now able to resume. These opportunities include apprenticeships, internships/externships, job shadowing, service learning, etc.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

1. Provide career exploration and career development activities through an organized, systematic framework

designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.

- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 7: Early College

Early College Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your response here:

Continue to work with regional school districts to connect and find ways to partner on concurrent enrollment programs. The South Central Consortium will develop strategies to add three districts to the Academy programming.

CTE-specific dual enrollment pathways will continue to expand with already established programs such as the regional Career Academies, High School to College and Career (H2C), iMEC2.0 course offerings. Dual enrollment CTE pathways provide students with more streamlined program completion options, work-based learning opportunities, and certification options.

Develop strategies to better communicate articulated credit options for students. Schedule classroom visits to walk students and teachers through the process.

Articulated credit options and processes need to be better communicated to students and families. The Consortium can collaborate to schedule classroom visits to discuss the process of requesting credit through the partnering postsecondary institution.

Work with other Consortia to find ways to create opportunities for CTE coursework to be counted toward high school graduation requirements. Provide professional development for teachers to realize this goal.

Continue to work with CTE classes to provide industry recognized credentials as a part of their course offerings and pathway options. Continue secondary and postsecondary collaborations to expand the ability for students to obtain credentials.

Provide professional development opportunities for teachers to learn how to blend core and CTE course objectives into their classes.

Provide a variety of professional development opportunities that focus on dual enrollment models and best practices. Engage more secondary partners in professional development opportunities offered through the National Alliance of Concurrent Enrollment Partnerships (NACEP), MnCEP, and PSEO-specific meetings and trainings.

Postsecondary has an opportunity to enhance their dual enrollment processes, procedures, and resources, specifically in CTE programming. Some of these resources had been limited throughout the pandemic, but there is now the opportunity to enhance and maintain these efforts.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors

or occupations.

- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

Professional development has been a top priority for the South Central Consortium. We can see the importance coming through the CLNA and the results after the fact. Unfortunately, the pandemic had made it difficult to schedule and find time for professionals to get out of the classroom to develop and grow their knowledge and skills.

Some of the professional development opportunities provided include, Communities of Practice for Counselors, FCS, Business, WBL, and Workforce Development Coordinators. Workshops and conferences provided by ACTE, MACTA, NCPN, MAAE, FCS to the Max, CTE Works!, MBITE, and FCCLA.

Every district has reported the need for additional career and technical education professionals. Our comprehensive local needs assessment confirms that we need to continue to provide professional development opportunities for our existing professionals. We must also continue to promote Education as a viable option for our high school students to explore by creating PSEO options. At the postsecondary level, current CTE students are encouraged to engage with younger students at career exploration events. This experience provides postsecondary students with an opportunity to teach in their current program of study, perhaps creating a spark that enhances their desire to pursue a career in technical education.

Recruiting postsecondary educators has been challenging, some career fields are having more difficulty recruiting and retaining faculty than others. This is not a challenge that is unique to South Central College, but still needs to be addressed. Many postsecondary educators are hired directly from industry and need significant training in andragogy, classroom management, and more generalized education best practices. CTE faculty have and will continue to be encouraged to provide their students with opportunities for them to teach and engage with other students (high school, first-year, prospective) and potentially embed a desire to pursue a career as a postsecondary (or secondary CTE) educator. Some CTE careers (such as Nursing) offer professionals a higher wage to work in the field and it can be difficult to retain faculty. The consortium will continue to research and implement, as appropriate, best practices to retain high quality faculty.

South Central College's Center for Teaching and Learning Excellence (in collaboration with the specific academic department) provides onboarding, training, and support for CTE educators coming in from business and industry. CTE program administrators (primarily academic deans) and Perkins leaders recognize the value that this department provides for incoming CTE educators and will support efforts to provide and enhance, when needed, effective andragogical training.

It is important to the consortium's leadership and stakeholders that a wide variety of professional development opportunities are available to those who have a desire to participate.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

Student performance on required performance indicators was encouraging. Of the six secondary performance indicators, all exceeded the state determined performance levels. Of the three postsecondary performance indicators, one exceeded the state determined performance level and the other two were slightly below the target, not enough to trigger an improvement plan. As we look to the future, our Consortium will continue to focus on math and reading proficiency and work-based learning on the secondary side and retention and placement on the postsecondary side. **One strategy that we are implementing is to provide professional development opportunities for our core and CTE teachers to work together to see where their courses align and where they can bring each other into a shared classroom concept. We will see student success when we can show them how math and english are connected to our CTE classes. This will provide them a view into their future of work and the importance of doing well in math and reading.**

Not enough of our special populations are engaging in CTE beyond the first class. While it has been noted that there needs to be increased marketing and communication efforts, feedback from Counselors throughout the region indicates that students have a difficult time finding space in their schedule to take multiple CTE classes.

At the postsecondary level, significant disparities that were identified include a lower number of Black or African American and Hispanic or Latino students earning a recognized postsecondary credential. The number of males entering non-traditional career fields also remains low. Earning a credential continues to be a challenge as students are plucked out of education and put into the workforce. Employers are desperate for employees and will often offer high wages to leave school early to go to the workforce.

Our region does well providing work-based learning opportunities in half of our districts. Work-based learning opportunities can be expanded with additional Workforce Development Coordinators, which will be a top priority for the Consortium.

Our CLNA indicated to us that we need to continue to work on improving our CTE connection to core subjects. This came through from multiple stakeholder groups when they indicated they didn't understand what CTE is and how it was connected to their district. We also found the importance of work-based learning and career exploration. Blending CTE and CORE can help students recognize the importance of math and reading while being engaged in a meaningful way. Providing professional development opportunities for teachers, counselors, administration to learn more about how to align CTE and core courses into their programming. Collaboration strategies will include secondary teachers engaging with postsecondary instructors and should increase CTE participation and higher performance indicators.

All students can benefit from additional services and support.

- at the postsecondary level, enhancement of career services supports for students entering CTE profession
- mentorship program for students entering non-traditional fields - secondary and postsecondary
- at the postsecondary level, have a dedicated Advisor for PSEO students

According to our CLNA, and it is also showing up in our data, CTE is not well marketed and

understood in our Consortium. We will set this as a priority which should address the gap in participant to concentrator. In order for us to move the needle on student performance, we need more students to move into the concentrator level.

The South Central Consortium will continue to host and support career exploration which will include exploration in the middle grades and be inclusive of our Alternative Learning Centers and all students who represent special populations.

Opportunities can be provided for secondary students, parents, faculty, community members to continue to learn about what CTE is through "open house" style events.

We will continue to work with our district partners to find ways to be more intentional about CTE in our marketing and communication efforts. We will also work with districts to identify how to move students from being a participant to a concentrator. In some cases, the classes aren't available which will lead us to work together to identify strategies for deeper pathways.

Workforce integration is a top priority and strategy to improve performance levels and keep students engaged and retained in their programs of study. Continued and new partnerships with local Chambers of Commerce, economic development agencies, our Perkins partners to the southeast and southwest, and local employers will assist with these efforts.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

The South Central Consortium consists of 24 school districts, two cooperative education districts, the South Central Service Cooperative and South Central College. The Consortium Advisory Committee meets quarterly to review data, discuss needs, provide guidance on plan implementation, and brainstorm creative solutions. It is a priority that advisory board membership is comprised of secondary staff, administrators, and educators from both rural and urban districts from across the geographical region of the consortium. The Advisory looks forward to inviting postsecondary CTE faculty to join for the 2022-23 school year. **More formal Advisory structures and procedures will be created. This includes a formal Advisory Handbook - nothing fancy but something to provide context to why we do what we do. Approximately six years ago the South Central Perkins Consortium decided to eliminate the "mini grant" process and stopped purchasing equipment for districts. The Advisory decided that that wasn't the best use of regional dollars to be cut up and divided among 26 schools. Instead, a regional approach to this work was developed. Perkins today is more collaborative and inclusive and provides great opportunities for students to explore careers, counselors and teachers to take advantage of professional development, and opportunities to bring our districts together and work collaboratively. Yes, there are still questions on funds for equipment but this region has done a good job of helping to educate our districts that this type of spending needs to happen at the district level so they are supporting their programs.**

Consortium-wide financial decisions and updates are presented to the advisory committee either at the quarterly committee meeting or via email if a more timely response or feedback is needed. These types of decisions include collaborative efforts between secondary and postsecondary such as regional career exploration events, CLNA processes, Perkins-funded positions, and professional development opportunities for CTE educators and other CTE supporters. Postsecondary-specific decisions are determined in collaboration with the Perkins coordinator and academic dean/faculty and/or staff. Postsecondary requests are made using a Microsoft Teams form. This tool provides the Perkins coordinator and other staff/administrators, as appropriate, with an electronic copy of the request and the details necessary to make an informed financial decision. Approved requests are communicated in writing to the requestor and their immediate supervisor. Secondary requests are communicated via email to the Perkins coordinator who follows up with the requestor as needed to obtain the information needed to make an informed decision. Both the postsecondary and secondary coordinator will reach out to the Perkins advisory committee if additional insight is needed for certain funding requests.

Communication happens through the Perkins Advisory Committee, programmatic advisory committees, Communities of Practice, professional development, and the continued efforts of the Coordinators to make sure that information is shared in a timely and comprehensive fashion.

Our rural landscape provides challenges to ensuring quality programs of study that are of sufficient size, scope and quality. We continue to look for ways to bring smaller districts together to share resources.

An already successful strategy that will ensure that the Consortium's size, scope, and quality of programming meets the needs of our region is to continue to develop pathway programming that provides students with the opportunity to earn a variety of CTE awards, stackable credentials, industry-recognized certifications, and work-based learning experiences.

Developing and maintaining effective marketing and communication strategies will also be a focused effort of the Consortium. These strategies will include information and resources for students, parents, as well as staff throughout secondary and postsecondary institutions. Marketing and communication efforts will be developed and maintained in a collaboration effort between secondary, postsecondary, and local business/industry partners.

As mentioned throughout the application, there are numerous professional development opportunities for both secondary and postsecondary educators, leadership, and other CTE support staff that can help to enhance the size, scope, and quality of CTE programming.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

Secondary will utilize reserve funds to support innovation in performance gaps as well as CTE Teacher/Faculty recruitment and retention. The secondary budget allows for \$61,254.89 which will be used to support existing teachers with skill development strategies to lessen performance gaps through professional development and related work. We will identify districts who are underperforming in our five indicator areas and work with them to make improvements. The funding will also support strategies to encourage students to enter the field of Education and include targeted strategies for CTE Education. Other initiatives will include honing and developing retention best practice approaches to encourage existing teachers to stay in the field.

Postsecondary will utilize reserve funds to support innovation and strategies for CTE faculty recruitment and retention, as well as performance gaps. The postsecondary Reserve allocation of \$61,254.89 will fund approaches focused on improving the number of students (specifically, but not limited to, Black or African American and Hispanic males) earning postsecondary credentials. Strategies to close these performance gaps will be done in collaboration with secondary as we continue to develop and improve CTE dual enrollment pathway programming. CTE faculty recruitment and retention strategies will be developed, enhanced, and maintained with the support of the resources provided by SCC's Center for Teaching and Learning Excellence, CTE administration and support staff, and experienced CTE faculty. CLNA data suggests that these efforts should focus on andragogical methods, classroom management strategies, and faculty/technical advising approaches. Retention strategies will be supported by intentional and, where possible, discipline specific training that meets the needs of faculty both as a whole and on an individual level. Perkins leadership will work diligently with the administrators and faculty across the college's CTE programs to determine where the needs are and what enhancements can be made to current faculty onboarding and training.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.

- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

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	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	10,000
Postsecondary Subtotal	10,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	22,000
Secondary Subtotal	22,000
TOTAL	

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
Kim Mueller	Regional CTE Coordinator	Secondary		50	71,000
TBD	Workforce Development Coordinator	Secondary		50	55,000
Laura Attenberger	Director of Secondary Relations/Perkins Grant	Postsecondary		50	51,863
Karen Young	Secondary Relations Administrative Assistant	Postsecondary		40	24,605.17
Lynn Waterbury	Career Navigator Assistant	Postsecondary		55	31,341
Michelle Maczuga	Dual Enrollment Pathways/Transitions Coordinator	Postsecondary		30	27,067

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

Position Description

Regional College and Career Ready Coordinator Job Description - Copy.pdf

Position Description

Workforce Coordinator Position.pdf

Position Description

PD Director of Secondary Relations Perkins Final_with LA signature.docx

Position Description

PD - Secondary Relations_Perkins and Nursing Administrative Assistant - Signed 12-9-21.pdf

Position Description

Position Description_Career Navigator Assistant.docx

Position Description

PD - Dual Enrollment Pathways-Transitions Coordinator 4-19-21 - Michelle Maczuga.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

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

SOA Completed.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Combined-Secondary-Postsecondary-FY23-24_Budget-SouthCentral.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

FY20_21_SCC_Perkins_Inventory.xlsx

Improvement Plan

Additional Material

Perkins School List.xlsx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

