



FY 23 Central Lakes Perkins Application

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

Submitted by Rebekah Kent Ehebracht

Submitted on 06/07/2022 4:59 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

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohrn@minnstate.edu

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

FY 23 Central Lakes Perkins Application

Award Requested

\$599,070.59

Total Award Budget

\$599,070.59

Primary Contact Information

Name

Rebekah Kent Ehlebracht

Email Address

rebekah.kentehlebracht@clcmn.edu

Address

501 W College Dr
Brainerd, MN 56401

Phone Number

(218) 855-8067

Project Description

Consortium Membership List

Consortium Membership List

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:

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.

The CLNA process followed recommended steps found in Minnesota's Comprehensive Local Needs Assessment Guide. Shared information sessions conducted in fall 2021 by experts in the field also contributed greatly to our understanding of the process. Additionally, the Northwest Perkins Consortia collaborative held three working sessions where stakeholder surveys were created, developed, and shared. At one of these sessions, the collaborative had presentations from MDE specialists, DEED specialists, and CTE high school facilitators regarding structured marketing and registration information. All of the resources proved valuable in the development and delivery of the CLNA. Overall results from the CLNA provided a comprehensive look at findings from stakeholder surveys, a review of occupations in demand and labor market information, consortium data from MDE and MinnState on accountability measures, advisory board consultation, and other data sources. The collaborative efforts of the Northwest Perkins Consortia allowed for the sharing of ideas and discussion across the region; to consider the similarities between them regarding workforce development needs, secondary and postsecondary common issues. Monies will be budgeted for future Northwest Perkins Consortia collaboration, and in continued support of the Northwest Perkins Consortia website. This information tool allows for sharing information on a variety of topics, such as: Program review and renewal, levy funding questions, licensure for CTE, portfolio development information, and more. The allowed use of budgeted funds for this effort will be to provide professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, and career guidance and academic counselors.

- Identify priorities from your CLNA that will be supported by Perkins funding:

Priority #1: Provide industry- standard equipment and technology for programs of study.

Priority #2: Expand career exploration opportunities and communication strategies for students and parents with a special emphasis on subpopulations.

Priority #3: Provide professional development for teachers and faculty regarding equity and inclusion, student success, local career opportunities, and special populations.

Priority #4: Retention and completion of CTE students with an emphasis on economically disadvantaged and non-traditional students.

Priority #5: Expand the industries included in our consortium Programs of Study to include emerging career fields and high demand career fields.

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

Upload your completed CLNA Framework

FINAL CLNA.docx

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:

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.

The consortium reviewed data from multiple sources to determine what programs of study to include in the SRPOS and POS funding spreadsheets. We started with what programs are currently offered in the consortium schools and enrollment in each program. We compared this with the labor market information from DEED to ensure that we are focusing on the emerging and high-skill, high-wage, and in-demand jobs in our region. We spoke with industry leaders through program advisory boards, Chamber of Commerce meetings, and the Workforce Development Board to ensure that the programs on which we are focusing are the most important to the region. We also used the Prioritization Rubric to guide us in analyzing data and decision making. Several of the highest priority programs as identified by the labor market review (education, human services and social work) and other high skill, high wage, high demand careers, such as business management do not have significant costs associated with equipment. As such, we are using our equipment dollars to fund other high skill, high wage, high demand fields such as health care, manufacturing, and AFNR programs.

The CLNA determined that the most important action we can take as a consortium to support the POS is to fund industry-standard equipment and technology. The CLNA also showed the need for professional development for instructors on this equipment and technology to ensure they can safely run, maintain, and integrate the equipment into the curriculum.

- 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?

None at this time, although we are building up the therapeutic services and teaching/training pathways. The information support and services, family and community services, and visual arts pathways are not new to the consortium, but are new areas of focus in our POS.

- 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?

Secondary

The consortium supports career fairs, career videos, and career exploration activities. CTE teachers in career-planning courses use materials and opportunities provided via web links to CTE students extensively. Specific actions to inform special populations POS opportunities occur during class advising and registration conducted by the assigned school personnel. This is at the same time as other students receive registration and course information, so there is an equal opportunity for all students to enroll in available CTE courses. Specifically, the Northwest Perkins Consortia are in the process of creating a common and consistent marketing look and theme for all CTE programs. This is necessary because there are numbers of students transferring districts and across consortia. Common and consistent identification will benefit students and will enable them to recognize CTE programs. Additional emphasis will be placed on working with economically disadvantaged students. Attention to narrowing the gaps found for this special population in four of the five accountability performance indicators will be shared through communication and action with district administration, school teachers, staff, and counselors for collaboration.

Postsecondary

CLC will work closely with career counselors and Sourcewell Career Consultants to connect with students about CTE opportunities and careers. We are working with the Northwest Perkins Consortia to create a common and consistent marketing look and theme for all CTE programs. We will work with a marketing firm to create value propositions for our CTE programs and specific messaging for special populations to increase participation in CTE. We will expand out career exploration and information activities into the middle school. We will work with industry partners to provide more stories from individuals of special population on their work and success in the career fields so students can see real, local examples of themselves in the careers.

For both secondary and postsecondary, the efforts to inform special populations about POS opportunities will be funded with career exploration opportunities, summer camps, and specific outreach campaigns under Narrative 5 and 11. No funds in Narrative 2 are used for the outreach activities.

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

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

FINAL SRPOS Funding Spreadsheet - May 31 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.

Secondary

Work-Based Learning opportunities will expand as more secondary teachers are licensed in this area. Area businesses support Work-Based Learning for students and recognize the benefits of this applied learning method. Collaboration and planning with advisory boards will aid in Work-Based Learning development and coordination between businesses, industries, the school districts.

Postsecondary

The CLC Career and Transfer Center works closely with CareerForce and Rural Minnesota Concentrated Employment Program (RMCEP) to develop strategies for career exploration and development through joint training opportunities and community job fairs. CLC staff participates on the Workforce Development Board. CLC jointly advises adults and youth enrolled in RMCEP programs regarding career opportunities, training programs, and placement services.

There is no specific funding request for this narrative line item – most activities are done with in-kind activities or are funded through other narrative strategies where we collaborate with CareerForce and RMCEP staff on projects.

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 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:

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?

Secondary

The consortium continues to provide support for technical skill assessments to improve academic and technical skills. Program instructors are encouraged to use Precision Exams (aka TSAs) foundational skills assessment to measure students' math, reading, science and literacy levels as they build curriculum. The integration of this assessment provides an awareness for necessary enhancements to the curriculum to build related skills into student learning outcomes. TSAs are available to all programs and not restricted to those identified as priority spending POS.

Postsecondary

At CLC, faculty work closely with liberal arts faculty that teach math, reading, writing, and communication courses to ensure that the core academic skills are contextualized for application in career and technical fields. Faculty also work with Adult Basic Education to provide tutoring and contextualized support to CTE students in these core skills.

CLC also supports the use of Technical Skill Assessments, or TSAs, as part of program assessments.

- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?

Secondary

Consortium school districts will be informed through liaison meetings, email communications to CTE teachers and administration, and other shared communications across the districts and through the shared Northwest consortium website.

Postsecondary

Most CTE programs include a math and / or communications / writing course within their diploma, degree, or academic pathway. Here are few examples of CTE classes that integrate components of math, reading, and writing:

BUSN 1131 - Business Math

BUSN 1166 - Business Communications

ENGL 1422 - Practical Writing

ENGL 1521 - Technical Writing Fundamentals

MATH 1500 - Applied Math

Data from TSAs, the HLC Student Success Academy, the NAPE Equity Self-Assessment, the MinnState Equity 2030 framework, and data from CLC program assessments will be used to analyze and make suggestions on continued integration and improvement of academic skills with technical skills. Most of the funding addressing this work will come from other braided funding streams within the college. The only Perkins-specific funds needed are for the TSAs.

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)?

Secondary

Efforts constituting a well-rounded education include the opportunity to enroll in classes offering more than core academic subjects. Our data indicates over 72% of students in the consortium registered for one or more CTE courses in the fall of 2020. This evidence demonstrates that the consortium is successful in their efforts with ESEA, and the consortium will continue as such.

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.
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- 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 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:

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.

In reviewing the data from our CLNA process, we determined that the special populations of focus where we can create the most impact are economically disadvantaged students and nontraditional students. Barriers for these students were identified as: funding, basic needs such as food and housing, childcare, transportation, and

We will use multiple approaches to support career exploration, enrollment, retention and success for special populations in CTE programs. We will provide support for career days, career fairs, visits to business and industry sites, customized career exploration support through career videos, virtual visits, and visits by advisory board members will inform and create interest in career fields that are high-skill, high-wage, or high-demand occupations. We will focus on creating outreach campaigns for these special populations and career exploration and placement content that represent successful stories from individuals from these special populations.

At the postsecondary level, we are developing a case management advising model that will provide additional outreach and proactive advising supports for students. We are also creating a Basic Needs hub and Wellness hub that will provide food and other necessities for students and mental health supports. While Perkins funds will not be used for these efforts, they are critical strategies to reduce the barriers faced by students.

At the secondary level, many students do not recognize nontraditional career fields as options. Health careers hold multiple opportunities for male students. This is an area of focus for FY2023.

- Ensure members of special pops will not be discriminated against.

Secondary

The 22 school districts in the consortium are public schools and subject to state and federal laws. These laws mandate nondiscrimination and provide equal educational opportunities for all students. School districts do not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, gender identity and expression, or age. The

school districts also make reasonable accommodations for students with disabilities.

Legal references may include:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Minn. Stat. 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)

20 U.S.C. 1681 *et seq.* (Title IX of the Education Amendments of 1972)

42 U.S.C. 2000d *et seq.* (title VI of the Civil Rights Act of 1964)

Postsecondary

Central Lakes College follows and adheres to Minnesota State College and University policies. Policy 1B is the Equal Education and Employment Opportunity Policy: *Minnesota State Colleges and Universities and Central Lakes College are committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or membership or activity in a local commission as defined by law.*

CLC also follows MinnState policy 1B.1: Equal Opportunity and Nondiscrimination in Employment and Education. Policy 1B.1 states: *Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.*

Subpart B. Nondiscrimination. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or familial status is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination /harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to, its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect

the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.

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 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 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.

-

Secondary

The POS worksheet indicates 14 of the districts in the consortium that have Work-Based Learning. Students in these district programs can earn academic credit and on-site job skills. Several of the districts have school stores and greenhouses that allow for experiential learning as they apply skills and knowledge learned in the classroom to these enterprises. Some consortium's districts cannot offer WBL at business and industry sites, given their rural settings and geographic locations. So, they may offer experiential learning through entrepreneurial courses. In several of the districts, integrated CTE programs work across disciplines to run the business. Preliminary discussions have occurred at the NW Region consortium level to seek opportunities for these to become recognized WBL experiences. More time is needed for this to come to fruition. Other districts have work release programs where learning not recognized for credit is used for development of skills needed to be successful in the workplace. Survey responses gathered in the CLNA process indicated districts that have WBL, experiential learning, and entrepreneurial courses offer these opportunities to all students at registration to become enrolled in the courses/programs.

Postsecondary

CLC affords students numerous opportunities to complete field observations and internships during a student's academic experience. Internships are available for credit in nearly every program at CLC. Internship classes for credit are required in the following programs and degrees:

AGRO 1150: Agronomy Internship – required for the agronomy diploma;

CDEV 2210: Internship – required for the early childhood education transfer pathway, and, the early childhood

education diploma;

CULA 1128: Internship I – required in the first semester of the culinary arts certificate;

CULA 1131: Internship II – required in the second semester of the culinary arts certificate;

CULA 1134: Internship III – required in the second semester of the culinary arts certificate;

DENT 1150: Dental Internship – required in the summer of the dental assisting diploma and AAS;

DHET 1130: Diesel Internship – required in the third semester of the diesel equipment technician AAS;

GDES 2352: Shop Internship – required in the third semester of the graphic design media technologies diploma;

HORT 1345: Internship – required in the fourth semester of the sustainable landscaping diploma, and, the second semester of the sustainable greenhouse production diploma;

HSER 2155: Internship – required in the fourth semester of the human services AAS;

MEDA 2150: Medical Assistant Internship – required in the third semester of the medical assistant diploma and AAS;

MCAB 1113: Meat Cutting Internship – required for the meat cutting & butchery certificate;

RAST 2390: Internship, or, RAST 2399: Independent Study – required in the fifth semester of the robotics / automated systems technology diploma and AAS;

VPRO 2350: Videography Internship – required in the third semester of the online media specialist diploma and the videography production AAS;

Many programs also offer non-required internships and field experiences for students to gain skills and perspective on what the career is actually like in practice.

- Describe the Work-Based Learning programs available to students that support the consortium's secondary program quality accountability measure.

Secondary Work-Based Learning programs are available at 14 of our 22 consortium districts. According to fall 2020 data, there were 232 students in WBL-Diversified, and 179 students in WBL-ACTE-SPED. Participation rates range from 4% of students to 55% of students. Higher participation rates are found in districts that can offer WBL within their communities. WBL settings are found in manufacturing, business, equipment repair, and culinary arts. WBL is an area of growth for the consortium. The secondary reserve budget will reflect investment in growing this. Survey responses gathered in the CLNA process indicated districts that have WBL offer this opportunity to all student enrolled in the courses/programs.

- Describe how your consortium will partner will employers to develop or expand Work-Based Learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.

It is important to know that it is nearly impossible for every student to have access to the WBL opportunity, especially if in-school WBL opportunities are not counted as valid WBL experiences. Employers cannot handle the volume of providing every single student with some type of WBL opportunity. We strongly advocate for counting school-based WBL opportunities, such as a school store, as valid WBL experiences to help achieve the goal of having every student have access to a WBL opportunity. We work very creatively to try and provide every student a WBL opportunity while not overwhelming our employers.

In addition to WBL classes and internships, the consortium partners with Sourcewell Career Pathways programs, Bridges Workplace Connections and other programs to provide informational interviews, job shadowing, and other work-based experiences for students.

- 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.

The Central Lakes Perkins Consortium will invest financial resources to assist secondary teachers with time away from the classroom to work on the WBL certification. Financial support for these efforts can be found in Narrative 8 and in development of new programs tab in the reserve secondary budget. Support for transportation of students to Work-Based Learning sites, if requested, will be reviewed for approval with MDE.

CHECK WHICH USE(S) OF FUNDS IN SECTION 100 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:

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).

Central Lakes College (CLC) is committed to providing high quality educational experiences and access to learners still enrolled in high school. High school students may earn college credit through Central Lakes College by choosing one or more of the following options:

College in the Schools, or CIS;

Post-Secondary Enrollment Options, or PSEO; and,

Credit for Prior Learning, or CPL.

Currently, CLC has more than 40 high school partners. This number has grown in recent years, and we anticipate that it will hold steady or continue to grow in the future.

- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).

CLC honors Advanced Standing Articulation Agreements, or Articulated College Credit, which award credit for prior learning to high school students who participate in certain Career Technical Education (CTE) courses. CLC instructors collaborate with participating high school instructors to identify course competencies that are common at both the high school and college levels. Advanced Standing courses are taught by high school instructors. CLC uses the CTE CreditMN website for this process.

- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).

There are limited CTE courses that are approved to meet Minnesota graduation requirements. Approved classes are primarily in the science areas found in AFNR, Health, and Family and Consumer science.

- 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).

The Central Lakes consortium school districts have a wide array of advanced-level classes. The majority of consortium schools have Advanced Placement offerings. Other industry-certified credential examples may include:

Aitkin HS: ServSafe certification and Minnesota Department of Health food manager certification;

Brainerd HS: National Career Readiness certification;

Crosby-Ironton HS: ServSafe Food Handler certification;

Isle HS: Microsoft Office Specialist certification;

Long Prairie-Grey Eagle HS: ServSafe certification;

Menahga HS: Following Minnesota Department of Health HCCC/Nursing Assistant curriculum. Upon completion of the course, students are qualified to take the Minnesota Board of Health Nursing Assistant Test for CNA certification;

Menahga HS: Minnesota Emergency Medical Responder certification;

Pillager HS: National Career Readiness certification;

Pillager HS: ServSafe Food Handler certification;

Sebeka HS: CLEP exam for business law class;

Staples-Motley HS: ServSafe certification;

Staples-Motley HS: American Heart Association First Aid & CPR certification;

Staples-Motley HS: Minnesota Board of Health Nursing Assistant Test for CNA certification.

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:

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?

The Central Lakes Consortium has included teaching/training as one of our programs of study to be funded. Education careers are one of the most in-demand in our region, according to DEED Labor Market Information. In addition to spending funds and supporting this as a program of study, we are working with the Lakes Country Education Coop to provide support to teachers to complete their licensure through the portfolio process. The Lakes Country Education Coop provides information for faculty and administration on how to complete the portfolio process. Example resources are available as well all at no cost to the consortium. Secondary supplemental funding requests are budgeted in professional development to enable instructors to request a substitute teacher for time away from classrooms to work on portfolio development, and attend related work sessions offered by reviewers to inform the process or take needed courses. At the postsecondary level, we created a new short-term certificate in early childhood education to provide a pathway for new individual to enter the field quickly with accelerated training. This certificate will also stack into further education career training if individuals would like to continue their training.

- 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?

Secondary: Our consortium coordinator works closely with districts who have instructors teaching out of field to remind them of the need to update these as required. Secondary supplemental funding requests are budgeted in professional development to enable instructors to request a substitute teacher for time away from classrooms to work on portfolio development, and attend related work sessions offered by reviewers to inform the process or take needed courses. We are focusing on WBL licensure and other CTE licenses to ensure that as many teachers as possible are fully licensed in the areas in which they teach. Funds to support these are in Narrative 8 and in reserve funds under development of new programs of study.

The consortium focus for supporting professional development to ensure we have licensed teachers is to partner with the Lakes Country Education Coop to provide support and funding to teachers to complete their licensure through the portfolio process. More information can be found at: <https://www.lcsc.org/site/Default.aspx?PageID=831>.

- How do these actions support the needs identified in your CLNA?

The CLNA revealed that professional development was the third highest priority as reviewed using the prioritization rubric. Professional development was cited numerous times as a wanted, and needed, action item for both secondary

and postsecondary instructors. This professional development time includes work towards recognized licensure for CTE programs.

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 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:

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?

This consortium's CLNA identified economically disadvantaged students as the main area of focus. This presents the largest opportunity for impact. We also have gaps for students of color, students with disabilities, and nontraditional students.

- 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?

Secondary

Secondary initiatives include collaboration with Sourcewell to create workshops and in-services for CTE teachers, counselors, and others. For these events, the consortium would hope to hear from current practitioners and researchers in the field as they share innovative ideas, best practices, and results-oriented actions.

The coordinator will work with each district to review performance gap data and will work with districts to develop strategies to reduce and eliminate gaps.

Postsecondary

CLC is implementing a case management advising model where there will be a more proactive outreach to students. We are also building out a Basic Needs Hub to support our students in obtaining food, cooking skills, housing, and other basic needs. (More than 50% of students at CLC are food insecure.) CLC is also developing a Wellness Hub that will include mental health first aid services, counseling opportunities, telepsychiatry support, stress-management strategies, and other supports.

CLC will also support part of the new Student Life Assistant position focused on delivering student life and multicultural center programming to ensure the needs of a diverse student population are met. The position will also support the Basic Needs Hub and the Multicultural Center.

At both the secondary and postsecondary level, we will support professional development opportunities for faculty and staff about equity and inclusion and opportunities to understand the lived experiences of our students. We will also develop CTE information and outreach materials specifically for special populations to try and increase participation in and completion of CTE programs.

- What financial resources will be leveraged to support these actions?

The consortium will use Reserve funds focused on performance gaps to support the work described above on

performance indicators.

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 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:

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.

The consortium has a liaison team made up of one CTE instructor per K-12 district and postsecondary faculty and administration. District members are selected by their district peers to serve as the liaison. The liaison team meets four times per academic year. This group reviews data and provides input on consortium priorities. The liaisons serve as the communicators for the consortium and take the information back to their districts for dissemination. The liaison team chooses up to ten members to sit on the leadership team.

The leadership team is the governance arm of the consortium. The leadership team provides oversight and review to supplemental funding requests on behalf of the consortium. It meets a minimum of three times per academic year.

Process to review supplemental funding requests:

Every secondary CTE instructor teaching in an approved program of study is invited to submit requests for supplemental funding with the understanding that submissions must meet criteria for funding.

The following factors are considered when reviewing funding requests:

- Is this one of the 5 priorities for funding identified as part of the CLNA process?
- Does the request advance equity of access to all career areas
- Support the implementation of new courses/curriculum/ programs in the district.
- Which POS were weak across the consortium and need investment to improve.
- Does the request support programs in getting up to industry-standard?
- Financial need is greater than the district can provide.
- Students benefit from the opportunity to use industry standard equipment/technology.
- The potential to increase student numbers in CTE courses in the district.
- Advisory committee recommendations for funding priorities.
- Does the request address a performance gap?

After review and approval by the leadership team, the requests are returned to the instructors for completion and required supporting documents for submission to MDE for approval.

As part of the transition to a new secondary coordinator, procedures for consortium governance are being updated and documented for both secondary, postsecondary and for shared governance processes.

Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

To determine what programs of study would be eligible for Perkins funding, we looked at the number of districts providing the program, the number of students served, the performance gaps within programs, labor market information, and advisory board feedback.

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 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:

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.

The Central Lakes Consortium is supporting new programs of study and performance gaps.

- Provide specific budget details on how the Reserve fund will support the innovation.

Funding will be used to support new programs of study in the therapeutic services (healthcare) careers by supporting equipment and technology for industry-standard training.

In an effort to address performance gaps, we will target specific career exploration activities, summer camps, and virtual career exploration tools for special populations. The goal is to reach more special populations with information about careers and CTE pathways that can help them enter those careers. We will also develop an outreach campaign for special populations to increase awareness of and recruit into CTE program and increase retention and completion. The virtual career exploration activities and the outreach campaign specifically for special populations will also allow us to better connect with parents of students, who our CLNA data showed lacked an understanding of CTE and the career options available to their children. Career exploration and communication information about CTE programs were the number 2 priority as identified from the prioritization rubric when reviewing all priorities coming out of the CLNA.

Finally, as part of closing our performance, gaps, we will support WBL licensure for teachers to ensure that more students across the consortium have access to true WBL opportunities. Right now, there is not equal access to WBL across the consortium due to teacher licensure issues and transportation issues.

- What are the expected results of this innovation?

Increased enrollment in CTE programs by special populations, better retention and completion rates for special populations (particularly economically disadvantaged and nontraditional students). More students (particularly from special populations) having access to WBL opportunities.

- How will this innovative strategy be supported after Perkins funds are expended?

We will use funding from the Perkins Basic Funding allocation and will use other funds from the schools/college to support 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

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

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
Rebekah Kent Ehlebracht	Perkins Coordinator	Postsecondary		12%	\$19,027.19
TBD	Perkins Coordinator	Secondary	TBD	50%	\$51,945.00
Lisa M. Hanson	Perkins Program Specialist	Postsecondary		60%	\$50,803.00
Jordan Anderson	Financial Officer	Secondary		6%	\$8,696.11
Jesse Ashbaugh	Payroll Assistant	Secondary		2%	\$2,024.56
TBD	Student Life Assistant	Postsecondary		10%	\$12,000

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

Position Description

Financial Officer Perkins PD - 4.22.22.pdf

Position Description

Payroll Assist Perkins PD - Jesse Ashbaugh 4.22.22.pdf

Position Description

Perkins Secondary Coordinator PD 3.31.2022.pdf

Position Description

Perkins Postsecondary Coordinator PD 5.6.2022.pdf

Position Description

Perkins Program Specialist PD.pdf

Position Description

Student Life Assistant PD May 2022.docx

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):

Statement of Assurances 2023 - signed.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

FINAL Secondary Postsecondary Budget - May 31 2022.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Perkins assets - April 27 2022.xlsx

Improvement Plan

Additional Material

Consortium-Membership-List.pdf

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

