

Perkins V Local Application

Strengthening Career and Technical Education for the 21st Century (Perkins V)

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	South Central
Total Award Budget:	\$678,981.05

Consortium Membership List

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

ISD242 Alden-Conger Public Schools	ISD507 Nicollet Public Schools
ISD2860 Blue Earth Area Public Schools	ISD2168 New Richland-Hartland-Ellendale-Geneva Public Schools
ISD836 Butterfield Odin Public Schools	ISD6049 Riverbend Education District
ISD391 Cleveland Public Schools	ISD84 Sleepy Eye Public Schools
ISD656 Faribault Public Schools	ISD75 St. Clair Public Schools
ISD2835 Janesville-Waldorf-Pemberton Public Schools	ISD840 St. James Public Schools
ISD2071 Lake Crystal Wellcome Memorial Public Schools	ISD508 St. Peter Public Schools
ISD2397 LeSueur-Henderson Public Schools	ISD2905 Tri-City United Public Schools
ISD837 Madelia Public Schools	ISD2134 United South Central Public Schools
ISD77 Mankato Area Public Schools	ISD829 Waseca Public Schools
ISD2135 Maple River Public Schools	ISD2143 Waterville-Elysian-Morristown Public Schools
ISD763 Medford Public Schools	South Central College
ISD6027 Minnesota Valley Education District	
ISD88 New Ulm Public Schools	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Health Science	Both	Y	Y	Y	407	399
Business Management & Administration: Finance	Both	Y	Y	Y	1813	53
Agriculture, Food, and Natural Resources	Both	Y	Y	Y	2178	66
Manufacturing	Both	Y	Y	Y	1239	95
Human Services: Education & Training	Both	N	Y	Y	1882	48
Business Management & Administration: Hospitality & Tourism	Both	N	Y	Y	1813	15

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Expand CTE exploration and course options in our rural districts.					
2. Strategies to address need:					
Provide support to rural districts for localized career exploration. Better communicate through a community of practice strategies for career exploration. Support meaningful district activities that support student experiences at Career Navigator and Career Expo. Continue to collaborate and communicate the Academy programming available to all districts.					
3. Measurable Outcomes (report results in next APR):					
Increase participation in regional communities of practice by both the number of districts and industry partner participation. Increased CTE course registration and participation. Successful launch of the Education Academy.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strengthen and expand industry partnerships that will support CTE courses.					
2. Strategies to address need:					
Clearly communicate to local industry partners what opportunities exist to connect to CTE classes and students.					
3. Measurable Outcomes (report results in next APR):					

Implement a region-wide platform to keep track of industry partners and what involvement they want with local districts and the region.

4. Provide additional narrative to address the following:

- a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.

The Education Academy was announced in spring 2024 with a first semester of Fall 2024. This is a regional Academy model that was requested by our smaller districts who wanted to provide an opportunity for students to explore the teaching profession. Districts are always assessing going deeper into their POS. Finding the time in the student schedule to add the offering is a challenge.

South Central College is in the initial stages of establishing an Electrician program. This need was identified through communication from prospective students (via exploration events such as career fairs), SCC admissions staff, and conversation with industry partners and college staff/faculty. An environmental scan is currently in process where additional data will be identified to support the need. Funding to support establishment of this program is identified within Narrative 11 (Reserve funding).

- b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

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.

While the South Central consortium strives to integrate students who represent special populations into exploration activities with their peers, there are opportunities to host separate events for certain student populations who may be more positively impacted in a setting that is structured differently. For example, this spring the consortium hosted a series of CTE exploration events for high school students on the autism spectrum, where they can explore and participate in activities in smaller groups and with less noise and distractions around them. Improved communication strategies to parents/guardians is essential to ensure awareness of the CTE opportunities their children (including students who represent Special Populations) have access to. This enhanced communication should also help to eliminate any

stigmas surrounding career and technical education and provide information that will help families make informed decisions that best meet the academic and career goals of their students. On the secondary side, consortium leadership will also connect with area ALC and ALP's to help support their CTE course offerings and ALL counselors to help them continue to understand the importance of CTE programming and to promote in their district.

At the postsecondary level, marketing and communication strategies will continue to prioritize including students who represent special populations. A free, online application process, various CTE educational award and certification options, and numerous student support services are in place to ensure student success. Support services include tutoring, engagement with social workers, individualized advising, and external resources that support both the academic and personal needs of the individual. 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.

The Career Navigator program provides the opportunity for over 3,000 9th grade students, at 29 schools within 23 districts, to actively engage with CTE faculty and various industry partners, learning/discovering about a large variety of career fields and educational options. This event takes place over 10 Fridays between the months of November thru March on both the Faribault and North Mankato campuses. Events like this as well as other career exploration events that are supported throughout the year, such as Career Expo, Construct Tomorrow, CRAVE, Scrubs Camp, Construction Trades Boot Camp, Transportation Works, Health Science Mobile Lab require significant scheduling, coordination, and communication efforts to ensure a pleasant and meaningful experience for partner districts. This coordination is led by consortium leadership with the support of the Career Navigator Assistant who manages a significant portion of the event logistics, including specific needs of individual students that will support their participation. The Career Navigator Assistant (with the support of consortium leadership) will help to arrange interpreters for ELL students, to coordinate accommodations for students with physical or cognitive disabilities, etc.

The Career Navigator Assistant also supports other career exploration events throughout the year, so South Central College is in the process of reviewing and modifying the position title (changing to Career Exploration Coordinator) and some responsibilities of the position. The current position description is attached to this application and the modified description can be provided this summer once it has been finalized through the MN State position audit process.

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. [Review the Minnesota Perkins V Operational Guide for more information.](#)

Narrative 3: Collaboration with local workforce development boards and other local workforce agencies

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Enhance soft skills training (including time management) within CTE curriculum.					
2. Strategies to address need:					
Identify meaningful opportunities for our CTE students to have the opportunity to interact with industry professionals and college students. Evaluate foundational course objectives within postsecondary CTE programs and identify soft skills training gaps.					
3. Measurable Outcomes (report results in next APR):					
Feedback from our industry partners during Advisory meetings. Identify strategies to embed these skills into curriculum where it is lacking.					

1. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
 - a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

Response:

The South Central WorkForce Council and MVAC staff participate in the Counselor's

Community of Practice meetings hosted by the South Central Consortium. This partnership brings together area school counselors and MVAC youth counselors regularly to address the following:

- **A key professional development, growth, or problem-solving topic of interest as determined by the community.**
- **Student support services and partnership opportunities**
- **Collaboration with the CareerForce System and their provider for youth services, Minnesota Valley Action Council (MVAC)**
- **Collaboration with Office of Career and College Success including curriculum, assessment, graduation, and programming requirement updates and student options opportunities including regional and Perkins initiatives, postsecondary options, and online and blended learning options including SOCRATES Online advisory work.**
- **Round table discussion and sharing time**

Local workforce development boards, workforce agencies, chambers of commerce, and economic development agencies all support, and activity participate in a variety of career exploration events and activities. Examples include Career Navigator, Career Expo, Construct Tomorrow, CRAVE, Scrubs Camp, Construction Trades Boot Camp, Transportation Works, Health Science Mobile Lab, and numerous local job fairs and mock job interviews hosted by local school districts.

- b. **Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.**

Response: The South Central WorkForce Council provides insight and feedback for South Central consortium leadership, which is a blueprint for local CTE services. Heather Gleason, South Central WorkForce Council Executive Director, is part of the Perkins Advisory Board. The WorkForce Board and Youth Council provide input to the CLNA at various board meetings and through electronic surveys. The workforce council provides a Career Corner newsletter with information on the South Central region's high-skill, high-wage, or in-demand industry sectors. In partnership with South Central College, the SCWC hosts a regional career pathway meeting with employers to talk through trends and employer insights.

- c. **Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs**

Response: The Uniquely Abled Academy (UAA) at South Central College (SCC) is a program designed to provide individuals with autism (and other unique abilities) the hands-on training and high-tech skills needed to prepare for a career as a computer numerical control (CNC) operator. Uniquely Abled Academies were developed nationally through The Uniquely Abled Project with significant funding from DEED VRS to support the seven students moving

through the program this summer. Throughout FY24, with support from a CTE equity capacity-building grant, South Central College (in partnership with the South Central Service Cooperative) was able to host an exploration experience for students with special needs throughout our region to explore what an experience like UAA might be like. Plans to expand UAA to Print Press Operation are currently in development.

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (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
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	10,000
3.	Postsecondary Subtotal	10,000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	22,000
6.	Secondary Subtotal	22,000
7.	TOTAL	32,000

Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Continue to find ways to increase Academic Proficiency in Reading and Language Arts and Mathematics					
2. Strategies to address need:					
Provide professional development opportunities and cross sharing between districts to find ways to embed reading and math concepts into CTE curriculum.					
3. Measurable Outcomes (report results in next APR):					
Add this topic to all of our CTE Communities of Practice conversations so we can learn from each other. Learning from each other will help to identify needs and potentially to get feedback on how to improve academic proficiency. A measurable outcome is improved Academic Proficiency in Reading and Language Arts and Mathematics.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Enhance soft skills training (including time management) within CTE curriculum.					
2. Strategies to address need:					
South Central College students and faculty will increase usage of the college's LinkedIn Learning subscription, which provides access to dozens of articles, videos, and course certifications related to soft skills training. Instructors may also assign modules to students. Provide opportunities at all exploration events and activities for students to learn how to interact with professionals.					

3. Measurable Outcomes (report results in next APR):

Data supporting increased views and completion of soft skills-related modules.

Receive feedback from our Advisory board members, including the soft skills that are currently embedded into their district's/program's curriculum, how WBL programming supports the development of these skills, and the additional support or development that is needed to fill any gaps.

4. Provide additional narrative to address the following:

- a. How will your consortium improve both the academic and technical skills of students in CTE programs?
 - By strengthening the academic and career and technical components of such programs

Response: The South Central consortium is dedicated to enhancing the academic and technical prowess of students enrolled in CTE programs. Through a multifaceted approach, we aim to cultivate a learning environment that not only equips students with essential technical skills but also fosters their academic growth, preparing them for success in both higher education and the workforce. This can be measured by industry certifications such as Serv Safe, OSHA, and CNA.

Work-based learning opportunities provide students with real-world exposure, allowing them to apply their academic and technical knowledge in professional settings. These experiences not only enhance their technical competencies but also instill essential workplace skills such as communication, teamwork, and problem-solving.

Postsecondary leadership would like to see at least three programs embed a new TSA or other industry recognized credential into their programming. Discussions to date have indicated that these programs will come from manufacturing, healthcare, and business program areas.

As mentioned above, in support of the CLNA, South Central College also utilizes LinkedIn Learning, which can provide specific, self-paced learning and instructional opportunities for both students and faculty.

- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

Response: A key strategy to support the integration of rigorous academic content within CTE curricula is to intertwine core academic subjects such as mathematics, science, and language arts with technical instruction, providing students with a comprehensive educational experience. This approach not only reinforces academic concepts but also demonstrates their real-world applications, enhancing students' understanding and retention. One strategy to

support this effort is to provide professional development opportunities for teachers and district leaders throughout the South Central consortium to learn how to, for example, connect math and the skilled trades. Success here will increase our math scores for CTE students.

A collaborative effort with a similar concept is in initial discussion phases at the postsecondary level. Specific strategies will be discussed in depth over the summer months with academic leadership.

Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increase Nontraditional Program Concentration					
2. Strategies to address need:					
Incorporate professionals in career exploration activities who are nontraditional in their field. The South Central consortium will make a more meaningful effort to show students themselves in the event presenters.					
3. Measurable Outcomes (report results in next APR):					
Increase number of females in the trades and males in health science by 10%.					
Enhance the types of program information that is translated into other languages, such as Spanish and Somali					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Provide career exploration for ALL students.					
2. Strategies to address need:					
Create Campus experiences that are smaller in size which allows students with unique abilities the opportunity to explore and experience a variety of in-demand careers.					

3. Measurable Outcomes (report results in next APR):

Increase the number of smaller career exploration events at South Central College, at both North Mankato and Faribault campuses, by 10.

4. Provide additional narrative to address the following:

- a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

Response: Addressing these barriers starts with identifying the barriers. Identification can be done most efficiently through Communities of Practice, specifically the Counselor community of practice meeting, which is hosted three times a year. District counselors and other support staff see ALL students, not just CTE students, and can provide feedback on who's missing out on opportunities. This is how consortium leadership were able to identify that special education students were not participating in large career exploration events.

- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

Response: Consortium leadership will continue to work with industry partners to identify in-demand occupations that can be filled with students with a variety of special skills. A great example of this is the Uniquely Abled Academy which trains the industry partner and faculty how to work with students with special abilities.

- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

Response: 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. In FY25, in alignment with the MN State Guided Learning Pathways initiative, South Central College will implement a master course schedule. This scheduling process will focus on the needs of the student, eliminate course conflicts, and increase retention and completion rates throughout our CTE programs. As a relatively new initiative, the Health Science mobile lab will continue to provide exposure of the wide variety of health science careers. A key component of the mobile lab is not just the equipment, but also the individuals facilitating the activities and lessons. It is essential for event organizers (Perkins leadership and support staff) to encourage the involvement of non-traditional educators and industry partners, so students can see themselves in careers that have been traditionally dominant for specific populations.

- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

Response: Communicating the importance of having all students participate in regional and local career exploration events and activities is essential to ensure students who represent special populations are reached. 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.

Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Expand Work Based Learning and industry exposure.					
2. Strategies to address need:					
Strengthen and expand industry partnerships that will support our CTE programming. Partner with districts to find ways to connect teachers to a work-based learning program which will increase the number of our regional work-based learning teachers. Postsecondary CTE programs can enhance industry exposure for their students with career-specific tours.					
3. Measurable Outcomes (report results in next APR):					
Increase the number of districts participating in career exploration for our uniquely abled students from 10 to 15. Increase the number of schools supported by Greater Mankato Growth to 5. Increase the number of students participating in postsecondary apprenticeship programs by 10%. Provide the opportunity for two new CTE programs to embed at least one industry tour into their program.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Strengthen and expand industry partnerships that will support our CTE programming.					
2. Strategies to address need:					
Industry partners need to know what's in it for them. We need to be mutual partners in finding ways to ultimately benefit our students and communities.					

3. Measurable Outcomes (report results in next APR):

Three new postsecondary programs will establish a BILT (Business & Industry Leadership Team) to enhance their program advisory participation and partnership quality.

4. Provide additional narrative to address the following:

- a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

Response: At the secondary level, the number of work-based learning teachers and coordinators has increased and has provided many opportunities for students throughout the consortium. The 5S3 performance indicator is solid and has been growing over the previous three years. Current opportunities in WBL for teachers and coordinators include participating in the WBL Community of Practice. This CoP is very well attended, led by teachers, and has created marketing materials for both special and regular education programs, a curriculum that can be shared across the region, and a variety of professional development opportunities including the ACTE Work Based Learning spring conference.

At the postsecondary level, CTE programs will continue to expand work-based learning opportunities. These efforts are supported by and in collaboration with SCC's Office of Strategic Partnerships. These opportunities include apprenticeships, internships/externships, job shadowing, service learning, etc.

- b. 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.

Response: By leveraging relationships with local workforce boards, chambers of commerce, economic development agencies, and large employers, the South Central consortium is poised to expand partnerships throughout the region.

- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

Response: Funds will be leveraged to provide additional professional development opportunities for our teachers and coordinators. Consortium leadership will also continue to facilitate a WBL Community of Practice where teachers and coordinators share best practices, resources, curriculum, and industry connections. This has proven to be a strong resource for consortium districts.

Postsecondary funding will continue to partially support an Employment Services & Partnership Coordinator who supports the development, implementation, and evaluation of employer partnerships to provide enhanced internship and work-based learning opportunities for the college.

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.

Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Find more ways to offer college credit through PSEO, Concurrent Enrollment, and Articulated College Credit.					
2. Strategies to address need:					
Educate teachers, students, faculty, and families on what ARE post-secondary enrollment options. Expand CTE course options and exploration in our rural districts.					
3. Measurable Outcomes (report results in next APR):					
Increased participation in articulated college credit. Additional concurrent enrollment agreements in more CTE areas. Continued increase in the number of students enrolled in technical courses via PSEO					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Continue shaping H2C (High School to College) programming. This includes modifications needed to current programming as well as expanding programming and pathway development.					
2. Strategies to address need:					

Identify a third program area for pathway development, potentially within education or business education.

Continued collaboration with Faribault High School to identify opportunities for improvement in current pathway programming.

3. Measurable Outcomes (report results in next APR):

Identify a third program area for pathway development.

Identify opportunities for improvement within current pathways.

Increase persistence numbers of students moving through the pathways.

4. Provide additional narrative to address the following:
- What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

Response: The High STEP Health Science Academy provides students with the opportunity to earn college credit by taking health science courses, such as Medical Terminology, and participating in industry-led experiences to prepare them for healthcare careers. High Step Health Science Academy is offered at 13 local schools. Similar programming was implemented in the SourceCode Information Technology Academy which prepares students for IT careers. An Education Career Academy has launched and will be available for enrollment Fall 2024. This academy model supports our rural districts, allowing for students in districts with smaller enrollments and limited resources to earn college credit via dual enrollment at or near their high school. Dual enrollment CTE pathways provide students with more streamlined program completion options, work-based learning opportunities, and certification options.

The H2C (High School to College and Career) pathway program partnership with Faribault High School is in its third year. Health Science and MEC (Manufacturing, Engineering, and Construction) pathways have been established with opportunities for students to earn college credit via concurrent enrollment and traditional PSEO. The geographic advantage that SCC has with FHS decreases some of the transportation and access barriers for students participating in dual enrollment.

The South Central consortium will continue to develop and maintain multiple articulation agreements with school districts throughout the region. Although the operational costs of Articulated College Credit (ACC) have increased, both secondary and postsecondary participants appreciate the opportunity to engage with one another at regional ACC meetings, held in a hybrid format on the South Central College campus. Articulated credit options and processes need to be better communicated to students and families, however, the number of students who utilize the credit earned in a specific program of study at SCC is quite low. Strategies to combat these low numbers are currently in development and the consortium will continue to analyze usage data to determine future sustainability.

South Central College will be starting the NACEP (National Alliance of Concurrent Enrollment Partnerships) reaccreditation process during FY25, allowing SCC to continue to offer concurrent enrollment courses beyond FY26.

Additionally, postsecondary funding will continue to partially support the Dual Enrollment Pathways/Transitions Coordinator. Most of SCC's dual enrollment options (including all concurrent enrollment options) are in or support technical programs. The DEPTC provides comprehensive support in all aspects of dual enrollment development, maintenance, and program compliance. This position also provides support as students matriculate to South Central College after high school.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

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1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Continue to offer professional development opportunities. This will include a continued focus on our Communities of Practice for Counselors and CTE Teachers. This should also include joint professional development between secondary and post-secondary teaching professionals.					
2. Strategies to address need:					
Better pay was rampant in our survey results. We need to continue to cover costs for sub-reimbursement so our CTE teachers can take advantage of workshops, communities of practice, and professional development.					
3. Measurable Outcomes (report results in next APR):					
Greater participation in regional meetings. Greater participation in professional development. Increase opportunities for postsecondary and secondary educators to collaborate					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Promote the Teacher Induction Program (TIP) to our new CTE Teachers. Find ways to make local connections for new and seasoned teachers. Directly from our survey: Partnerships, Collaboration, and Support.					
2. Strategies to address need:					

We need to identify all new CTE teachers at the beginning of the school year and connect with them to share the plethora of resources our Consortia and the State has to offer.

3. Measurable Outcomes (report results in next APR):

Less change in staffing at the end of the year.

4. Provide additional narrative to address the following:
- Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

Response: Districts throughout the region have reported the need for additional career and technical education professionals. The comprehensive local needs assessment confirms the need to continue to provide professional development opportunities for existing CTE professionals. The consortium must also continue to promote education as a viable option for our high school students to explore by creating PSEO options and other exploration opportunities. At the postsecondary level, students in various CTE programs 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 continues to be a challenge for South Central College, with some career fields having more difficulty recruiting and retaining faculty than others. Although this challenge is not unique to South Central College, the effects of extended or failed instructor searches have had a significant impact on programming this year. Many of the postsecondary educators that are hired come in 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 and Mechatronics) offer professionals a higher wage to work in the field and it can be difficult to recruit faculty. The consortium will continue to research and implement, as appropriate, best practices to retain high-quality faculty.

Faculty that are hired receive extensive support from the college's Center for Teaching and Learning Excellence who are skilled and equipped to provide (in partnership with the academic dean and other faculty in the field) 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.

Professional development continues to be a top priority for the South Central consortium.

- b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

Response: Some of the professional development opportunities that will continue to be supported include Communities of Practice for Counselors, FCS, Business, WBL, and Workforce Development Coordinators. Workshops and conferences provided by ACTE, NACTEi, MACTA, NCPN, MAAE, FCS to the Max, CTE Works!, MBITE, Pathways to Prosperity (JFF), and FCCLA.

Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increase CTE participants and concentrators.					
2. Strategies to address need:					
Through our regional career exploration efforts, we will continue to help students connect to CTE classes. Continued focus and work on connecting the core subjects to our CTE programming.					
3. Measurable Outcomes (report results in next APR):					
Increase our participants and concentrators in our SRPOS – even if it's just a few students.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increase post program placement (3S1) Definition of 3S1: 3S1: Post-Program Placement The percentage of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. Numerator: Number of CTE Concentrators who, in the second quarter after graduating high school, enrolled in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. Denominator: Number of CTE Concentrators who graduated high school.					

2. Strategies to address need:
During our Perkins Advisory meetings, and as noted on our CLNA, our team would like to find ways to increase 3S1 because our performance has decreased over the last three years.
3. Measurable Outcomes (report results in next APR):
We are very open to suggestions on this one. What strategies are in place to support the improvement of this metric, statewide?

4. Provide additional narrative to address the following **if not already addressed in the table above:**

- a. What specific student group(s) were identified as having significant disparities or performance gaps?

Response: Postsecondary disparities were most significantly identified within indicator 2P1: Earned Recognized Postsecondary Credential, with Alaska Native, Black or African American, and English Language Learner students experiencing the largest performance gaps. Some of these same populations, specifically Black or African American and English Language Learners, saw smaller performance gaps within the 3P1: Nontraditional Program Enrollment indicator.

On the secondary side, our Hispanic students are not becoming concentrators at a similar rate to black or white students.

- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

Response: The South Central consortium will continue to focus on math and reading proficiency, as indicated not only by our performance report but also within our CLNA. Work-based learning needs to continue to be a priority for secondary, with a focus on retention and completion on the postsecondary side. Maintaining efforts to provide professional development opportunities for our core and CTE teachers (both secondary and postsecondary) to work together to see where their courses align and where they can bring each other into a shared classroom is essential for student success in virtually any CTE program.

At the postsecondary level, there will be specific focus for programs within IT, transportation, and education, as these career clusters have been identified as having the largest gaps within

We will continue to find ways to provide translation services from English to Spanish for our students. This will allow them to experience career exploration and CTE at higher rates.

Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
Marketing CTE and its benefits to students and communities needs to continue to be a priority. Throughout the CLNA, there is a connection to marketing CTE. For example, Page 7 element 2, Need A: “Increase dual credit opportunities which included Articulated College Credit, Concurrent Enrollment, PSEO” and Need B: “Increase shared CTE programming and exploration with our smaller districts. You can NOT achieve either need area without proper marketing. Here’s another example. Element 3, Need A: “Expand CTE course options and exploration in our rural districts.” Without marketing or communicating to counselors and teachers, the consortium will not be able to expand CTE course options and exploration.					
2. Strategies to address need:					
Everything that we do as Perkins Coordinators needs to be clear and concise and show a connection to the benefits of CTE.					
3. Measurable Outcomes (report results in next APR):					
When asked, every member of our Advisory Committees will understand 1. What CTE is and 2. The benefits of strengthening CTE.					

1. Provide additional narrative to address the following:
 - a. Describe your consortium’s formal governance structure, including:
 - How the consortium leadership is organized,
 - Processes used for making financial decisions,

-
- Processes and structures in place to ensure secondary and postsecondary collaboration, and
 - Communication systems in place to ensure all consortium members are continually informed.
 - Note any areas of governance that are being developed or improved.

Response: The South Central Consortium consists of 23 independent 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, guide plan implementation, make financial decisions, and brainstorm creative solutions. It is a priority that the advisory board membership is composed of secondary staff, administrators, and educators from both rural and urban districts across the geographical region of the consortium and South Central College leadership. In FY25, Consortium leadership will be making a substantial effort to diversify the advisory committee, with increased membership of both secondary and postsecondary educators, as well as additional postsecondary staff and administrators.

One area of development for the South Central Perkins Advisory is to find a reasonable and fair way to rotate district membership. With as many secondary partners as we have, we need to identify a length of service per district, so more voices are at the table.

Along with consortium leadership, the Secondary Relations/Perkins Administrative Assistant is also partially supported with these funds.

Narrative 11: Reserve Funds

Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>The Health Science Mobile Lab pilot was a success! Identify and develop logistical process improvements for the Health Science Mobile Lab to ensure ease of access for regional districts and college programs, as well as optimal safety and functionality of equipment, to enhance usage, longevity, and sustainability.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
Identify an easy, accessible registration system for secondary partners and college programs. Identify an easy-to-use check-out system for secondary partners and college programs. Identify a plan for checking the equipment back in for post-secondary staff to ensure the equipment is ready to use for the next district or college program.					
3. Measurable Outcomes (report results in next APR):					
Registration, check-out and check-in processes are implemented.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>

Our rural districts need help. Continue to find ways to make sure they are receiving access to regional CTE programming, tools, and equipment.

Reserve Category: ☒ Performance Gaps ☐ Develop or Improve POS/CTE programs

2. Strategies to address need:

Provide funding for districts to work on career-connected curriculum while emphasizing increased math and reading levels. Career exploration is connected to increasing math and reading levels.
Access to industry equipment.

3. Measurable Outcomes (report results in next APR):

Increase the number of districts planning and executing CTE curriculum updates by 5 districts.
Increase the number of districts utilizing the TEC Network and Big Ideas by 3.

4. Provide additional narrative to address the following:

- a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.
- b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

Response: On the secondary side, we want to increase opportunities with the Mobile Health Lab, TEC Network, and Big Ideas for our Hispanic students. The programs of study impacted by this effort will include Health Science, AFNR, and Trade & Industry. We will also make these opportunities available to our friends at the Alternative Learning Centers/Programs.

Postsecondary reserve funding will focus 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.

South Central College is actively exploring opportunities for program development, specifically within CTE. Discussions to this point have specifically identified the need for an Electrician program, which would originate on SCC's Faribault campus.

Perkins-Funded Positions

Submit the following with your application materials:

- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

Required Documentation

These required documents must be submitted with your Perkins V Local Application:

1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	South Central
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Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.

Briefly describe the process used to complete the CLNA (type your summary in the space below):

Survey results from a Work Based Learning Survey conducted by MAPS with multiple districts participating. Students and Counselors were surveyed.

Survey results from Workforce Development Coordinator at TCU. Survey participants include students, the community, business partners, district employees.

Feedback from Perkins Advisory Members.

Feedback from Youth Council and Workforce Council Members which included industry partners.

Career Data from Real-time Talent

Communities of Practice: Counselors, Business, FCS, Ag, T&I, WBL teachers and coordinators.

SB3T Meetings which are attended by Greater Mankato Growth, Educational Talent Search, Workforce Development Coordinators and Work Based Learning Coordinators, South Central Workforce Council, South Central College, and Minnesota Valley Action Council.

Career Navigator surveys – presenters (faculty + industry partners), district representatives

Post-secondary course evaluations

Career Exploration for Special Education students survey results

What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations¹;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

¹ The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Kim Hermer Kim Mueller	Career Development Specialist, MAPS CTE Coordinator, South Central Service Coop	Work Based Learning – Teachers, Counselors, Students, Families
Honey Burg	Workforce Development Coordinator @ TCU, WEM, JWP	Students, Families, CTE Teachers, Administration
Gwenn Wolters	CTE Coordinator, South Central Service Coop	Perkins Advisory, District Leadership, Industry Partners through Advisories, Regional Counselors
Laura Attenberger	Vice President of Academic Affairs, South Central College	Perkins Advisory, South Central College Faculty, Leadership, Industry Partners
Sara Carrigan	Assistant Director, WorkForce Council	Youth Council and Adult Career Pathways, Industry Partners, Unified Local Youth Plan
Heather Gleason	Director, WorkForce Council	Labor Market Data
Jen Ford	Principal @ Medford	Principal, Perkins Advisory
Kevin Babcock	Superintendent @ TCU	Superintendent, Perkins Advisory
Steve Heil	Superintendent @ St. James	Superintendent, Perkins Advisory
Holle Spessard	Special Education Director @ SCSC	Special Education Districts (special populations), Perkins Advisory
Caleb Watson	Career Pathway Coordinator @ MAPS	Teachers, students, Perkins Advisory
Annette Engeldinger	Principal @ St. Peter	Principal, Perkins Advisory
Sam Cotton	Dean of Students @ Nicollet	Counselors, Students, Perkins Advisory
Molly Titchenal	CTE Workforce Coordinator @ Faribault	Teachers, Students, Perkins Advisory
Pam Koenen	Ag Instructor @ Alden-Conger	Teachers, Students, Perkins Advisory
Eric Hudspeth	Superintendent @ Waseca	Superintendent, Perkins Advisory
Jeff Bertrang	CTE Consultant	Superintendent, Teachers, Perkins Advisory
Glenn Morris	Director @ SCSC	Perkins Advisory
Jennifer Bye	Principal @ USC	Principal, Perkins Advisory
Cristen Cox	Dean of Arts & Sciences, SCC	Faculty, Students, Perkins Advisory
Scott Robinson	Trade & Industry Teacher @ St. Peter	Students, Teachers, Perkins Advisory

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of [*Minnesota's Comprehensive Local Needs Assessment Guide*](#).

- Performance Indicator data can be found in these sources:
 - Secondary Secure Reports
 - Postsecondary PowerBI Reports
 - Annual Consortium Indicator Report on the [Perkins Consortia webpage](#)

In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A: Increase CTE participants and concentrators.

E1-Need B: Increase Post Program Placement (3S1)

E1-Need C: Increase Nontraditional Program Concentration (3P1)

E1-Need D: Continue to find ways to increase Academic Proficiency in Reading and Language Arts and Mathematics (2S1 & 2S2)

E1-Need E:

ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of [*Minnesota's Comprehensive Local Needs Assessment Guide*](#).

Minnesota defines size, scope and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in [DEED's Occupation in Demand index](#) and/or through the Comprehensive Local Needs Assessment

In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 2: Program Size, Scope, and Quality to meet the needs of all students

E2-Need A: Increase dual credit opportunities which include Articulated College Credit, Concurrent Enrollment, PSEO.

E2-Need B: Increase shared CTE programming and exploration with our smaller districts.

E2-Need C: Continue shaping H2C (High School to College) programming. This includes modifications needed to current programming as well as expanding programming and pathway development.

E2-Need D: Enhance soft skills training (including time management) within CTE curriculum.

E2-Need E

ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A: Expand CTE course options and exploration in our rural districts.

E3-Need B: Expand Work Based Learning and industry exposure.

E3-Need C: Find more ways to offer college credit through PSEO, Concurrent Enrollment, Articulated College Credit.

E3-Need D: Strengthen and expand industry partnerships that will support our CTE programming.

E3-Need E

ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS

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

E4-Need A: Continue to offer professional development opportunities. This will include a continued focus on our Communities of Practice for Counselors and CTE Teachers. This should also include joint professional development between secondary and post-secondary teaching professionals.

E4-Need B: Promote the Teacher Induction Program (TIP) to our new CTE Teachers. Find ways to make local connections for new and seasoned teachers. Directly from our survey: Partnerships, Collaboration, and Support.

E4-Need C: Better pay was rampant in our survey results. We need to continue to cover costs for sub-reimbursement so our CTE teachers can take advantage of workshops, communities of practice, and professional development.

E4-Need D: Public recognition of our teacher and student accomplishments in CTE.

E4-Need E: Enhance new instructor mentorship opportunities throughout postsecondary CTE.

ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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

E5-Need A: Our rural districts need help. Continue to find ways to make sure they are receiving access to regional CTE programming, tools, and equipment.

E5-Need B: The Career Exploration @ SCC for our special education students was a success during the 23-24 pilot year. This will be an activity that Perkins will continue to support.

E5-Need C: The Health Science Mobile Lab pilot was also a success and will be offered through Perkins next year.

E5-Need D

E5-Need E

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$326,639.13	\$64,175.86	\$390,814.99
Postsecondary Allocation:	\$223,990.20	\$64,175.86	\$288,166.06
Total Consortium Allocation:	\$550,629.33	\$128,351.72	\$678,981.05

INSERTING ADDITIONAL ROWS

To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):

1. Right-click on the row number of a empty row in the section for which additional rows are needed.
2. From the popup menu, select "Copy"
3. Right-click the same row again
4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

Data entry on the four "Funding" tabs includes the following reminders:

1. Do NOT change any information in rows 1 - 3.
2. Cells highlighted in YELLOW require data entry.
3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.
4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is \$0...your request is equal to your allocation. This is the goal--Congratulations!
2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of \$0 yet to be allocated.
3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of \$0 yet to be allocated.

STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK

STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	Enter Budget Line Items on the Basic Funding SEC 428 Worksheet. A. Enter the consortium name in cell A1. B. Select appropriate UFARS code using arrow to the right of the cell. C. Enter a description of the item.

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #4	<p>Complete the Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #5	<p>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #6	<p>Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

[illegible]

South Central

Reserve Funding--Secondary

Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Science	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Professional Development / Training Mobile Health Lab		\$2,500.00	\$2,500.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	District Time to support increasing math and reading levels	\$18,065.21		\$18,065.21
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Career Exploration connected to increasing math and reading levels	\$15,401.86		\$15,401.86
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Access to industry equipment	\$25,000.00		\$25,000.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$58,467.07	\$2,500.00	\$60,967.07
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,208.79
2024-2025 Proposed Budget		\$58,467.07	\$2,500.00	\$64,175.86

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.	X	X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	X	X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	X
Support integration of academic skills into CTE programs and programs of study.	X	
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	
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 APR report.	X	
Not applicable.		

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures (100s and 200s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

The organization will allocate personnel expenses toward a Career & Technical Education Coordinator who will serve as the Secondary Perkins Coordinator. The funds will cover the salary and employee benefits of the Coordinator and will amount to \$115,425. The funds will be drawn from Narrative 10 Governance. The Coordinator will be responsible for continuing the work in the Region, as identified in the CLNA. It is essential to support the Coordinator to ensure the progress of the work.

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Narrative 2 \$81,500 Career Navigator Coordination, support and expand programs of study, continued Regional Career Exploration. CLNA feedback was strong in continuing career exploration events and activities from students to counselors to teachers and administration. Our rural students need to have access to these opportunities.

Narrative 4 \$10,000 The CLNA response from CTE teachers and industry partners indicates the need for continued support of industry-recognized credentials for students in a variety of CTE programs. Industry-recognized credentials have shown to be a valuable tool for our students as they enter the workforce. From CNA to OSHA10, these credentials look great on a student's resume.

Narrative 5 \$13,160.32 Special Populations. After the very successful pilot of our Career Exploration @ South Central College in partnership with the Uniquely Abled Academy, we are now implementing this into our work as standard practice. This came through loud and clear on the CLNA from our Counselors and Special Education partners. We will also use these funds to support the career exploration activities of our ALC programs. Because ALL students should be exploring and digging into what they want to do after high school.

Narrative 6 \$22,598.99 Work Based Learning is still a hot topic in our Region. Continued work will be done to connect our rural districts to career exploration, work experiences, and their local business and industry partners. Our CLNA indicated that this was lacking in some areas, as did our performance indicators. There is work being done in our Region that supports Workforce Development Coordinators and a Career Z Challenge grant through the DOE has shown that we have an identity crisis with WBL.....because no one knows what it is and we all call it something different.

Narrative 7 \$18,142.86 Our CLNA told us that college credit is valuable from a wide variety of respondents. Similar to our identity crisis with Work Based

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.

Basic Indirect \$16,510.96
Reserve Indirect \$3,179.04

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

A portion of our Reserve Funds, \$57,901.86 will be used to support the TEC Network which provides industry relevant equipment and training for our rural districts, the Big Ideas Trailer and we will also use these funds to support career connected learning and how to connect our CTE and Core teachers to make learning more meaningful and relevant. \$2,500 will be used to support the first full year of the Health Science Mobile Lab. Last year's pilot was a success. This year the Mobile Lab will be available for all districts. A common thread in our Region's CLNA was career connected learning and how to provide access and opportunities for ALL of our students. Our rural districts are needing support.

Narrative Funding--Postsecondary

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Perkins support	VPAA/Perkins Coordinator										\$21,398.24	\$21,398.24
Perkins support	Secondary Relations/Perkins Administrative Assistant										\$43,140.00	\$43,140.00
Perkins support	Career Navigator Assistant(Career Exploration Coordinator)		\$36,437.46									\$36,437.46
Faculty	Faculty time - Career Exploration Events		\$3,000.00									\$3,000.00
Perkins support	Dual Enrollment Pathways/Transitions Coordinator							\$39,903.00				\$39,903.00
Perkins support	Employer Engagement Coordinator						\$22,412.00					\$22,412.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$39,437.46	\$0.00	\$0.00	\$0.00	\$22,412.00	\$39,903.00	\$0.00	\$0.00	\$64,538.24	\$166,290.70
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Career Exploration	Career Navigator Program Expenses, other Career Exploration		\$9,000.00									\$9,000.00
Support for Programs of Study	Expenses to support POS		\$10,000.00									\$10,000.00
BL / WIOA	Support Apprenticeship, Intern/Externship, other WBL & WIOA Partnerships			\$1,500.00			\$5,000.00					\$6,500.00
Early College	CTE dual enrollment, Articulation support,							\$3,000.00				\$3,000.00
Professional Development	Support for CTE Professionals								\$12,000.00			\$12,000.00
Performance Gaps / Special Populations	1P1, 2P1, 3P1, strategies to support students; ASC DEI					\$2,000.00				\$2,000.00		\$4,000.00
Integrated Acad/Tech Skills	Embed TSAs, industry recognized credentials				\$2,000.00							\$2,000.00
Non-Personnel	SUBTOTAL	\$0.00	\$19,000.00	\$1,500.00	\$2,000.00	\$2,000.00	\$5,000.00	\$3,000.00	\$12,000.00	\$2,000.00	\$0.00	\$46,500.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$11,199.50	\$11,199.50
2024-2025 Proposed Budget		\$0.00	\$58,437.46	\$1,500.00	\$2,000.00	\$2,000.00	\$27,412.00	\$42,903.00	\$12,000.00	\$2,000.00	\$75,737.74	\$223,990.20

[illegible]

South Central

Reserve Funding--Postsecondary

Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Science	
Faculty	Curriculum design and support for Health Science Mobile Lab		\$5,000.00	\$5,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$5,000.00	\$5,000.00
Health Science Mobile Lab Supplies / Small Equipment	Continued support and sustainability of the Health Science Mobile Lab		\$35,000.00	\$35,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$35,000.00	\$35,000.00
Address Performance Gaps	Support strategies to increase concentrators earning a postsecondary credential	\$5,000.00		\$5,000.00
Address Performance Gaps	Collaborative efforts to develop and improve retention and completion within dual enrollment pathways	\$6,000.00		\$6,000.00
Electrician Program	Support the initial costs associated with establishing an Electrician program	\$10,175.86		\$10,175.86
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$21,175.86	\$0.00	\$21,175.86
Administration--Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,000.00
2024-2025 Proposed Budget		\$21,175.86	\$40,000.00	\$64,175.86

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.	X	X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	X
Support integration of academic skills into CTE programs and programs of study.		X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	
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 APR report.		X
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

- (1) Postsecondary Perkins Coordinator Salary and Benefits (2) \$21,398.24 (3) Narrative 10 (4) Serves the Perkins consortium as postsecondary coordinator and Perkins advisory co-chair
- (1) Postsecondary Secondary Relations/Perkins Administrative Assistant Salary and Benefits - (2) \$43,140 (3) Narrative 10 (4) Serves the administrative assistant to the Secondary Relations/Perkins office and provides significant support in the organization, record keeping, and budgetary maintenance of Perkins operations.
- (1) Career Navigator Assistant Salary and Benefits - (2) \$36,437.46 (3) Narrative 2 (4) Serves the Perkins consortium as the coordinator for the Career Navigator program and other career navigation events organized by the South Central Perkins Consortium
- (1) Postsecondary Dual Enrollment Pathways/Transitions Coordinator Salary and Benefits - (2) \$39,903 (3) Narrative 7 (4) Serves the Perkins consortium as a resource for students who are moving through and transitioning into CTE pathway programs via dual enrollment.
- (1) Postsecondary Employer Engagement Coordinator Salary and Benefits - (2) \$22,412 (3) Narrative 6 (4) Supports postsecondary work-based learning opportunities

*Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

No postsecondary equipment expenditures are currently budgeted.

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

(1) Career Exploration (2) \$9,000 (3) Narrative 2 (4) Support for expenses related to hosting Career Navigator program events and other career exploration experiences for students throughout the fiscal year. This budget item is supported through CLNA Element 5.

(1) Support for Programs of Study (2) \$10,000 (3) Narrative 2 (4) Funding will be used to directly support South Central postsecondary programs of study and career exploration events, including Career Navigator. Perkins postsecondary leadership work collaboratively with program faculty to identify opportunities to support their programs. FY25 strategies will include the purchase of virtual reality resources and other innovative tools that will support learning spaces within postsecondary POS. This budget item will also support faculty duty days to support events that take place outside of faculty contract time. This budget item is supported through CLNA Element 1.

(1) WIOA (2) \$1,500 (3) Narrative 3 (4) Supports WIOA partnership opportunities through regional workforce centers. This budget item is supported through CLNA Element 5.

(1) Integrated Academic/Technical Skills (2) \$2,000 (3) Narrative 4 (4) Funds will support the integration of Technical Skill Assessments (TSAs) and This budget item is supported through CLNA Element 2.

(1) Special Populations (2) \$2,000 (3) Narrative 5 (4) Students who represent special populations will be supported with resources (staff support, external speakers, translation services, etc.) and collaborative partnerships with SCC's Academic Support Center and Office of Diversity, Equity and Inclusion among other regional efforts to serve and provide opportunity for all students to explore, pursue, and succeed in career and technical education. This budget item is supported through CLNA Element 3.

~~(4) Work-based Learning (2) \$5,000 (3) Narrative 6 (4) Funds will support work-based learning opportunities through apprenticeship, internship, outworkshop, and other work~~

*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

Administrative/Indirect Costs (4-5%) \$11,199.50 (basic) and \$3,179.04 (reserve) - Narrative 10 and 11 - Supports consortium operations aligning with all five CLNA elements

*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

(1) POS/CTE Programs (2) \$5,000 (3) Narrative 2, 6, 7 (4) Expenses will support faculty compensation for curriculum development that will be used to support the Health Science Mobile Lab (1) POS/CTE Programs (2)

\$35,000 (3) Narrative 2, 6, 7 (4) Expenses will support additional equipment and supplies needed to maintain the Health Science Mobile Lab

(1) POS/CTE Programs (2) \$10,175.86 (3) Narrative 2, 4, 6, 7 (4) Expenses will support the initial costs associated with establishing an Electrician program

Consortium Plan: Budget Summary 2022-2023

<div> <div>South Central</div> <div> July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$81,500.00		\$81,500.00
	Postsecondary		\$58,437.46	\$58,437.46
	Total	\$81,500.00	\$58,437.46	\$139,937.46
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$1,500.00	\$1,500.00
	Total	\$0.00	\$1,500.00	\$1,500.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$10,000.00		\$10,000.00
	Postsecondary		\$2,000.00	\$2,000.00
	Total	\$10,000.00	\$2,000.00	\$12,000.00
Narrative 5: Special Populations	Secondary	\$13,160.32		\$13,160.32
	Postsecondary		\$2,000.00	\$2,000.00
	Total	\$13,160.32	\$2,000.00	\$15,160.32
Narrative 6: Work - Based Learning	Secondary	\$22,598.99		\$22,598.99
	Postsecondary		\$27,412.00	\$27,412.00
	Total	\$22,598.99	\$27,412.00	\$50,010.99
Narrative 7: Early College	Secondary	\$18,142.86		\$18,142.86
	Postsecondary		\$42,903.00	\$42,903.00
	Total	\$18,142.86	\$42,903.00	\$61,045.86
Narrative 8: Support for Professionals	Secondary	\$15,000.00		\$15,000.00
	Postsecondary		\$12,000.00	\$12,000.00
	Total	\$15,000.00	\$12,000.00	\$27,000.00
Narrative 9: Performance Gaps	Secondary	\$10,000.00		\$10,000.00
	Postsecondary		\$2,000.00	\$2,000.00
	Total	\$10,000.00	\$2,000.00	\$12,000.00
Narrative 10: Governance	Secondary	\$156,236.96		\$156,236.96
	Postsecondary		\$75,737.74	\$75,737.74
	Total	\$156,236.96	\$75,737.74	\$231,974.70
Narrative 11: Reserve Funds	Secondary	\$64,175.86		\$64,175.86
	Postsecondary		\$64,175.86	\$64,175.86
	Total	\$64,175.86	\$64,175.86	\$128,351.72
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$19,540.75		\$19,540.75
	Postsecondary		\$14,199.50	\$14,199.50
	Total	\$19,540.75	\$14,199.50	\$33,740.25
PLAN TOTALS	Secondary	\$390,814.99		\$390,814.99
	Postsecondary		\$288,166.06	\$288,166.06
	Total	\$390,814.99	\$288,166.06	\$678,981.05

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS


	Basic	Reserve	Total
Secondary Allocation	\$326,639.13	\$64,175.86	\$390,814.99
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$223,990.20	\$64,175.86	\$288,166.06
Budget Over /Short	\$0.00	\$0.00	\$0.00

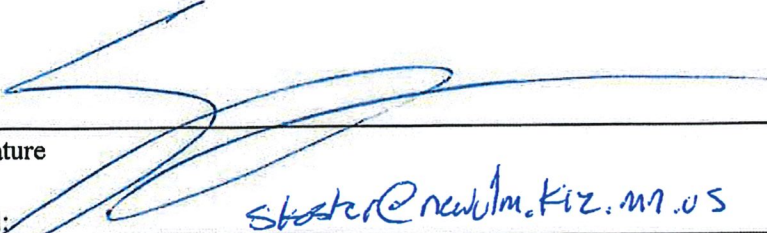
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I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>NEW ULM PUBLIC SCHOOLS, DISTRICT #88</u>	
District Number/Type: <u>88</u>	
Superintendent's Name - (Print): <u>SEAN KOSTER</u>	
	
Signature	Date
email: <u>skoster@newulm.k12.mn.us</u>	
Phone: <u>507-223-6880</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	

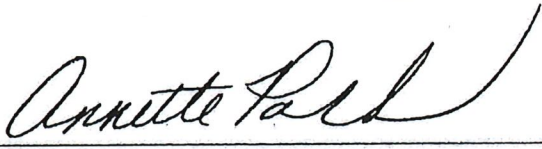
District Name: <u>Sleepy Eye Public School</u>	
District Number/Type: <u>0084-01</u>	
Superintendent's Name – (Print): <u>John Cselovszki</u>	
	
Signature	Date
email: <u>john.cselovszki@sleepyeye.mnhtn.org</u>	<u>2/29/24</u>
Phone: <u>507-799-7903</u>	

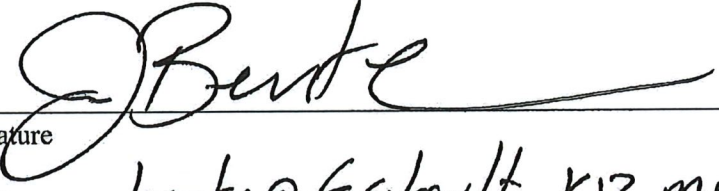
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	

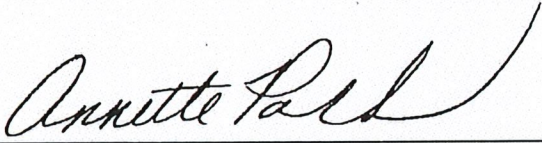
District Name: <u>Faribault Public Schools</u>	
District Number/Type: <u>0656</u>	
Superintendent's Name - (Print): <u>Jamie Bente</u>	
	
Signature	Date
email: <u>jbente@faribault.k12.mn.us</u>	<u>3-1-24</u>
Phone: <u>507 333 6010</u>	

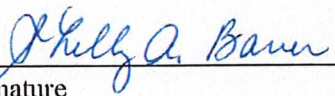
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>Madelia Public School District</u>	
District Number/Type: <u>0837-01</u>	
Superintendent's Name - (Print): <u>Shelly A. Bauer</u>	
	
Signature	Date
email: <u>shellybauer@isd837.org</u>	
Phone: <u>507-642-3232</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	

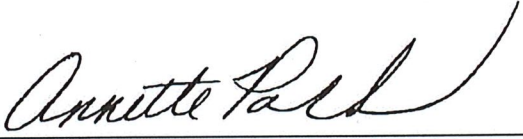
District Name: <u>Mankato Area Public Schools</u>	
District Number/Type: <u>77</u>	
Superintendent's Name - (Print): <u>Paul Peterson</u>	
	
Signature	Date
email: <u>ppeter1@isd77.org</u>	<u>3/1/24</u>
Phone: <u>507-387-1868</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH CENTRAL

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>Cleveland Public School</u>	
District Number/Type: <u>391-01</u>	
Superintendent's Name - (Print): <u>Brian J. Phillips</u>	
	
Signature	Date
email: <u>Phillips.brian@ISD391.org</u>	<u>3/4/2024</u>
Phone: <u>507-484-1300</u>	

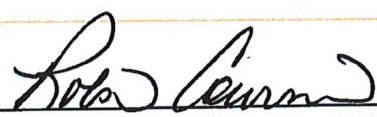
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>Nicollet Public School</u>	
District Number/Type: <u>ISD 507</u>	
Superintendent's Name - (Print): <u>Robin Courrier</u>	
	
Signature	Date
email: <u>robin.courrier@isd507.k12.mn.us</u>	
Phone: <u>507 232-3411</u>	

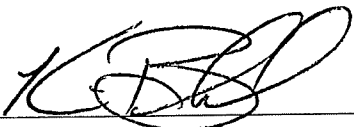
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>TRI-CITY UNITED</u>	
District Number/Type: <u>2905</u>	
Superintendent's Name – (Print): <u>KEVIN BABCOCK</u>	
	
Signature	Date
email: <u>kbabcock@tcu2905.us</u>	<u>3-5-24</u>
Phone: <u>507-364-0101</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH CENTRAL

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	

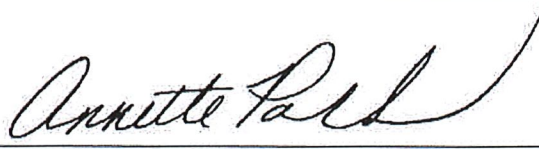
District Name: <u>SOUTH CENTRAL SERVICE COOPERATIVE</u>	
District Number/Type: <u>ISD 922</u>	
Superintendent's Name – (Print): <u>GLENN MORRIS</u>	
	
Signature	Date
email: <u>GMORRIS@MNSCSC.ORG</u>	
Phone: <u>507-389-5106</u>	

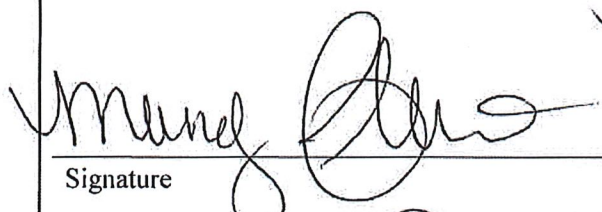
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	

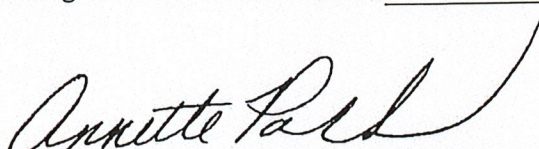
District Name: <u>Blue Earth Area</u>	
District Number/Type: <u>2860-01</u>	
Superintendent's Name - (Print): <u>Mandy Fletcher</u>	
	
Signature	Date
email: <u>mfletcher@beas.blueearth.k12.mn.us</u>	<u>3/4/24</u>
Phone: <u>507-526-3188</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>NRHEG</u>	
District Number/Type: <u>2168 ISD</u>	
Superintendent's Name – (Print): <u>Michael Meihak</u>	
	
Signature	Date
email: <u>mmeihak@nrheg.k12.mn.us</u>	
Phone: <u>507. 451. 417. 2602</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>River Bend Education District</u>	
District Number/Type: <u>6049-61</u>	
Superintendent's Name - (Print): <u>Doug Hazen</u>	
	
Signature	Date
email: <u>dhazen@riverbend.k12.mn.us</u>	<u>3-27-2024</u>
Phone: <u>507-359-8766</u>	

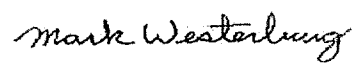
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>Lake Crystal Wellcom Memorial</u>	
District Number/Type: <u>ISD #2071</u>	
Superintendent's Name – (Print): <u>Mark Westerburg</u>	
	
Signature	Date
email: <u>mwesterburg@isd2071.org</u>	
Phone: <u>507-726-2323</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH CENTRAL

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>MEDFORD</u>	
District Number/Type: <u>0763</u>	
Superintendent's Name -- (Print): <u>MARK RISTAN</u>	
	
Signature	Date
email: <u>mristan@medfordtigers.org</u>	<u>3-27-24</u>
Phone: <u>507-214-6322</u>	

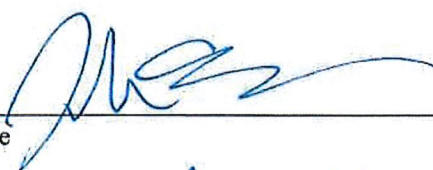
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>WEM</u>	
District Number/Type: <u>2143</u>	
Superintendent's Name - (Print): <u>John Regan</u>	
	
Signature	Date
email: <u>jregan@wem.k12.mn</u>	
Phone: _____	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>Waseca Public Schools</u>	
District Number/Type: <u>0829-01</u>	
Superintendent's Name – (Print): <u>Eric Hudspeth</u>	
	
Signature	Date
email: <u>hude@waseca.k12.mn.us</u>	
Phone: <u>507-835-2500</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>St. James Public Schools</u>	
District Number/Type: <u>0840-01</u>	
Superintendent's Name – (Print): <u>Dr. Steven Heil</u>	
	
Signature	Date
email: <u>sheil@isd840.org</u>	<u>4/11/24</u>
Phone: <u>(507) 375-5974</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentral.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>United South Central Public Schools</u>	
District Number/Type: <u>2134</u>	
Superintendent's Name - (Print): <u>Taylor Topinka</u>	
	
Signature	Date
email: <u>ttopinka@unitedsouthcentral.org</u>	
Phone: <u>(507) 553-3134</u>	

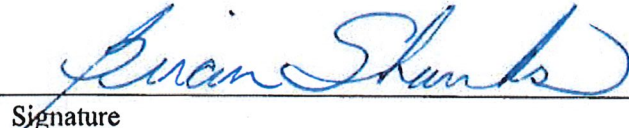
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>Alden-Conger</u>	
District Number/Type: <u>0242</u>	
Superintendent's Name - (Print): <u>Brian Shanks</u>	
	
Signature	Date
email: <u>b.shanks@ac242.us</u>	
Phone: <u>(507) 874-3240</u>	

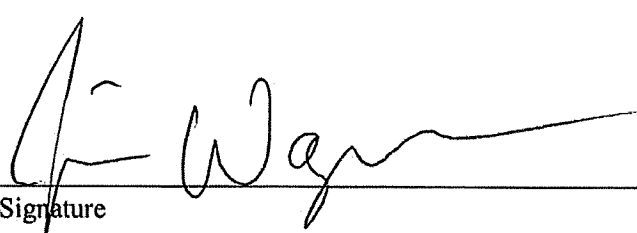
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH CENTRAL

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	


District Name: <u>LeSueur - Henderson</u>	
District Number/Type: <u>2397</u>	
Superintendent's Name - (Print): <u>Jim Wagner</u>	
	
Signature	Date
email: <u>jwagner@isd2397.org</u>	<u>4-15-24</u>
Phone: <u>507-665-4600</u>	

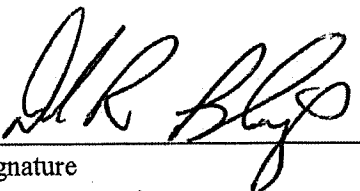
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH Central

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	

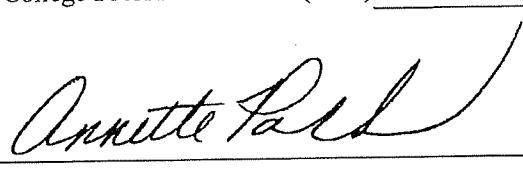
District Name: <u>Butterfield - Odin School District</u>	
District Number/Type: <u>836</u>	
Superintendent's Name - (Print): <u>DANIEL R Blunkership</u>	
	
Signature	Date
email: <u>dblankership@isd836.org</u>	<u>4-15-24</u>
Phone: <u>507-956-2771</u>	

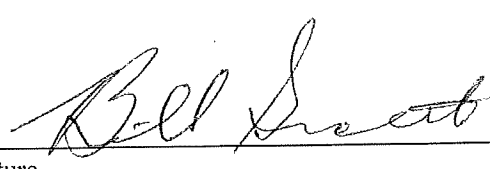
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH CENTRAL

College: <u>South Central College</u>	
College President's Name (Print): <u>Dr. Annette Parker</u>	
	
Signature	Date
email: <u>annette.parker@southcentrl.edu</u>	<u>2/26/2024</u>
Phone: <u>507-389-7211</u>	

District Name: <u>Saint Peter Public Schools</u>	
District Number/Type: <u># 0508</u>	
Superintendent's Name - (Print): <u>Bill Gronseth</u>	
	
Signature	Date
email: <u>bgronseth@stpeterschools.org</u>	<u>04.17.24</u>
Phone: <u>507-934-5703</u>	

(Duplicate as needed)


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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: South Central College

College President's Name (Print): Dr. Annette Parker



Signature

Date

email: annette.parker@southcentrl.edu

2/26/2024

Phone: 507-389-7211

District Name: Minnesota Valley Education District

District Number/Type: 6027-61

Superintendent's Name - (Print): Sara Kral



Signature

4/17/24

Date

email: SKral@mnved.org

Phone: 507-934-5420

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH CENTRAL

College: South Central College

College President's Name (Print): Dr. Annette Parker



Signature

Date

email: annette.parker@southcentrl.edu

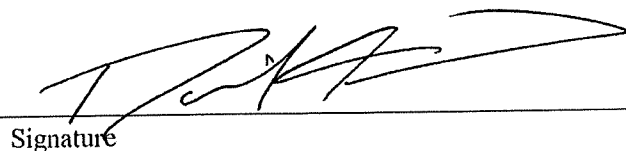
2/26/2024

Phone: 507-389-7211

District Name: Maple River

District Number/Type: 2135

Superintendent's Name - (Print): Daniel Anderson



Signature

Date

email: danderson@isd2135.org

4-29-24

Phone: 507-524-3918

(Duplicate as needed)

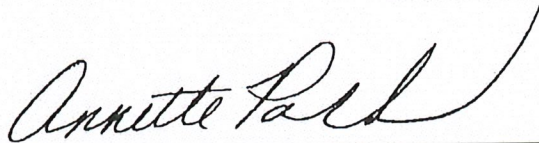
I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: SOUTH Central

College: South Central College

College President's Name (Print): Dr. Annette Parker



Signature

Date

email: annette.parker@southcentrl.edu

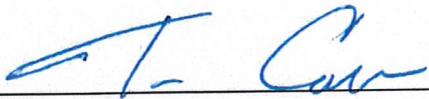
2/26/2024

Phone: 507-389-7211

District Name: St. Clair Public School

District Number/Type: 0075

Superintendent's Name - (Print): Mr. Tim Collins



Signature

04/30/24

Date

email: tcollins@stclaircyclones.org

Phone: (507) 245-3501

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: South Central

College: South Central College

College President's Name (Print): Dr. Annette Parker



Signature

Date

email: annette.parker@southcentrl.edu

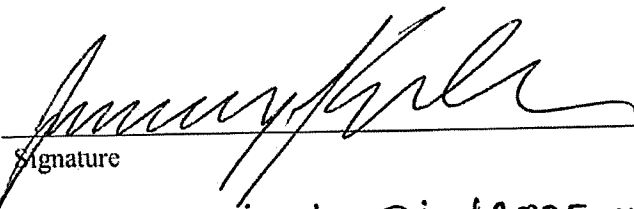
2/26/2024

Phone: 507-389-7211

District Name: Janesville-Waldorf-Pemberton

District Number/Type: 2835-01

Superintendent's Name - (Print): Jeremy Erler



Signature

4/30/24

Date

email: jerler@isd2835.org

Phone: 507-234-5181

(Duplicate as needed)