



FY23-24 Second Year - South Central

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

Submitted by Kim Mueller

Submitted on 06/26/2023 11:51 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohm@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

Award Information

Award Period

07/01/2023 - 06/30/2024

Submission Information

Submission Window

Closes 06/30/2023 11:59 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

FY23-24 Second Year - South Central

Award Requested

\$684,834.39

Total Award Budget

\$684,834.39

Primary Contact Information

Name

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Phone Number

Project Description

Consortium Membership List

Consortium Membership List

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

ISD242 Alden-Conger Public Schools
ISD2860 Blue Earth Area Public Schools
ISD836 Butterfield Odin Public Schools
ISD391 Cleveland Public Schools
ISD656 Faribault Public Schools
ISD2835 Janesville-Waldorf-Pemberton Public Schools
ISD2071 Lake Crystal Wellcome Memorial Public Schools
ISD2397 LeSueur-Henderson Public Schools
ISD837 Madelia Public Schools
ISD77 Mankato Area Public Schools
ISD2135 Maple River Public Schools
ISD763 Medford Public Schools
ISD6027 Minnesota Valley Education District
ISD88 New Ulm Public Schools
ISD507 Nicollet Public Schools
ISD2168 New Richland-Hartland-Ellendale-Geneva Public Schools

ISD6049 Riverbend Education District
ISD84 Sleepy Eye Public Schools
ISD75 St. Clair Public Schools
ISD840 St. James Public Schools
ISD508 St. Peter Public Schools
ISD2905 Tri-City United Public Schools
ISD2134 United South Central Public Schools
ISD829 Waseca Public Schools
ISD2143 Waterville-Elysian-Morristown Public Schools
South Central College

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

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

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

Enter your CLNA response below.

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

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

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional

support personnel, career guidance and academic counselors, or paraprofessionals.

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

Upload your CLNA Framework here:

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

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

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

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

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

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

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

Clear communication strategies need to be identified at the building and district level to ensure all students are aware of course offerings. This includes students moving from elementary to middle to high school. This also includes all our learners. CTE classes are for ALL students.

Marketing and communication strategies prioritize showcasing students who represent a variety of special populations groups. Secondary and postsecondary will continue to collaborate and utilize resources to ensure that students who represent special populations have the opportunity to participate in career exploration activities and CTE dual enrollment courses/pathways. **Examples of this include events such as Career Navigator, Career Expo, and CRAVE, and camps SCRUBS camp, Construction Trades Boots, and Transportation Works Camp. These events will allow for inclusive opportunities that represent all students.**

At the postsecondary level, marketing and communication strategies will continue to prioritize the inclusion of students who represent special populations. A free, online application process, a variety of CTE educational award and certification options, and numerous student support

services are in place to ensure student success. Many CTE programs offer both short term certificates or diplomas and two-year degree options, meeting the needs of SCC's diverse student needs and goals. Perkins leadership will also continue to work with CTE program faculty and administration to establish and maintain industry recognized certifications within programming and develop strategies to make certifications more achievable. These strategies include, but are not limited to, special course fees to cover the cost of expenses related to certification attainment, certification preparation materials, and providing the opportunity to take certification exams on or near the SCC

campus, if possible.

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

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

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

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

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

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

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

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

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

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

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

The Career Navigator program is a collaborative career exploration experience for ninth grade students in the districts participating in the Perkins consortium. During the 22-23 academic year, over 3000 students through 28 school districts were able to experience hands-on, interactive presentations from dozens of SCC college faculty and industry partners who represented CTE careers in all six career clusters. A Career Navigator Assistant, employed through South Central College, coordinates and manages these events that take place throughout the academic year. This individual also supports other career exploration events that are hosted throughout the year, such as the Tour of Manufacturing.

The South Central Perkins Consortium values collaboration between secondary and post-secondary education through rigorous Programs of Study. To demonstrate this collaboration, the South Central consortium has combined their

reallocation resources to **purchase health science equipment** that will be accessible throughout the South Central region. This **equipment** will provide hands-on training and career-connected learning opportunities for middle school through college age students.

Health Science is the largest Program of Study in the South Central consortium. In order to meet the needs of districts who do not have district-specific health science programming, the interactive health science mobile learning space will provide a layer of exploration and learning resources that has not been this accessible and transportable. It will also allow secondary and postsecondary to collaborate in new ways, including the opportunity for secondary and postsecondary educators to develop age-specific lessons and curriculum content aligned with the equipment and supplies provided in the mobile learning **lab**.

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

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

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

South Central Consortium - SRPOS - Spring 2023.xlsx

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

Workforce Agency Narrative

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

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

Enter your Workforce Agency response below.

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

Career Navigator: The planning team comes from South Central College and South Central Service Cooperative. The event is supported by 30 business and industry partners, including the Workforce Council and DEED. During the 2022-2023 school year, just over 3000 students participated in the Career Navigator program. Postsecondary supports this event directly through Narrative 2.

Career Expo: The planning team comes from the South Central Service Cooperative, Mankato Area Public Schools, Mankato Clinic, Crystal Valley Cooperative, Bolten and Menk, Workforce Council, Minnesota State University, Mankato, and Rasmussen University. Hundreds of businesses volunteer their time to the interactive exhibits, My Story, and the Career Game Show. In March 2023, nearly 1600 10th grade students experienced the Expo.

Tour of Manufacturing: The planning team comes from DEED, South Central College, Greater Mankato Growth, South Central Workforce Council, South Central Service Cooperative, and a dozen local industry partners. TOM was back in person in October 2022 with 900 participants. In-person tours were offered at: South Central College, Cambria and Alumacraft. Postsecondary supports this event directly through Narrative 2.

Construct Tomorrow: The planning team comes from local union trades, South Central

Workforce Council, Mankato Area Public Schools, South Central Service Cooperative and the Construct Tomorrow Board. This interactive event hosted 800 students from 30 regional schools in November 2022. There were 11 trades present at the event.

Scrubs Camp: The planning team comes from South Central Service Cooperative, Minnesota State University, Mankato, South Central College, South Central Workforce Council, Mankato Clinic, Harry Meyering Center, South Central EMS, Rasmussen University, Mayo Clinic Health Systems, and Mankato Area Public Schools. Scrubs Camp offers students entering 9th grade through 12th grade, hands-on experience in a variety of healthcare positions from nursing to coding to emergency medicine to physical education. Postsecondary supports this event directly through Narrative 2.

CRAVE: The planning team comes from South Central Service Cooperative, South Central

Workforce Council, FCS Teachers from St. Peter, LeSueur-Henderson, LCWM and Mankato Area Public Schools. CRAVE provides students an immersive experience into culinary. Industry partners provide hands-on demonstrations during the event and there are competitive events for students to participate. In 2023, 170 students from 7 districts participated in the event.

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

Skills for Success in Employment Education & Life provides free presentations to local high schools in South Central Minnesota covering a variety of career and employment topics including career exploration, job search techniques, interviewing, workplace skills and financial literacy. To provide flexibility to the unique needs of each school and classroom, schools can choose in person and virtual presentations. Virtual presentations feature the Skills for Success Videos series which features four local employers providing advice in employability skills, interviewing and maintaining employment. So far during the 2022-23 school year, 487 student contacts were made through Skills for Success sessions at 12 different schools.

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

PICE- This program is managed by the South Central Workforce Council in partnership with Minnesota State University's Counseling Program. Interns come out into our rural districts to support the counselors. There is one intern for the 2021-22 school year placed at Madelia High School. In 2022-23, PICE interns increased to 2 and placed at United South Central and Tri-City United.

Career Coach is a career assessment tool that South Central College provides for current and prospective students to help them discover career fields and educational options available based on their interests and skills. Career Coach has two assessment options - a six question option that provides quick, generalized information based on the user's responses and a sixty-question option that provides a more detailed report. In addition to using this tool with current and prospective students interested in programs offered at SCC, this tool has also been used as part of our career exploration events throughout the 22-23 academic year. This tool is financially sustained through institutional funds.

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

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- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

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

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

Enter your Integrated Academic and Technical Skills response below.

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

Our CLNA reflects the importance of providing students with industry recognized credentials and certifications in high school. There has also been an increased interest in providing CTE students with the opportunity to learn and experience core and CTE classes in partnership. In the summer of 2023, secondary and post-secondary faculty and staff will come together to create lessons/curriculum for the regional health science equipment that will be accessible to middle schools, high schools and college programming. Core content will be incorporated throughout.

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

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

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

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or occupations.

- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
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- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

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

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

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

Enter your Special Populations response below.

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

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

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

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

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

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

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

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

As identified in our Comprehensive Local Needs Assessment, our marketing efforts surrounding career and technical education need to be improved. During this application period, our Consortium will create a viable marketing plan for the region. This will include providing opportunities for students who attend our Alternative Learning Centers, students in our special education programs, improved access to work-based learning programs, and an improved participation rate in any career and technical education class. Communication strategies to parents/guardians was also highlighted - many parents were not aware of the CTE opportunities that their children (including students who represent Special

Populations) had access to. This enhanced communication may also help to eliminate any stigmas surrounding career and technical education and provide factual information that will help families make informed decisions that best meet the academic and career goals for their students. Some of the strategies implemented in 2022-23 include: updated infographic posters for secondary schools, increasing the "I AM" campaign posters, and sharing the Career Corner newsletter with regional counselors to share with families.

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

Access for working adults continues to be a challenge with conflicting work and family schedules and responsibilities. Postsecondary CTE programs need to continue to evaluate the days, times, and delivery methods of their course offerings to better accommodate the needs of the students who are or desire to move through CTE programs. During the 2023-2024 academic year, 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.

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

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

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

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

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Narrative 6: Work-based Learning

Work-based Learning Narrative

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

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure (5S3).
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

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

Enter your Work-based Learning response below.

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

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

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

The WBL Communities of Practice has been looking for a regional tool to track and streamline the process. This CoP has piloted a few WBL systems that include Seamless WBL, Future Forward, AET and is now working with Jobready. Mankato and Madelia will continue to work with Jobready for the 2023-24 school year. This work started the spring of 2022 and seems to be gaining momentum amongst the districts using it and interest in other districts wishing to pilot it at their schools.

At the postsecondary level, CTE programs will continue to expand work-based learning opportunities. These efforts will be supported by and in collaboration with SCC's Office of Strategic Partnerships. Some of these efforts had been halted due to pandemic-related restrictions but are now able to resume. These opportunities include apprenticeships, internships/externships, job shadowing, service learning, etc. A new position focused on postsecondary WBL and employer engagement will be partially supported.

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional

support personnel, career guidance and academic counselors, or paraprofessionals.

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

Narrative 7: Early Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

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

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

Enter your Early Postsecondary Credit response below.

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

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

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

Articulated credit options and processes need to be better communicated to students and families. The Consortium can collaborate to schedule classroom visits to discuss the process of requesting credit through the partnering postsecondary institution. In 2022-23, there was a significant increase in the number of instructors who attended the articulation meetings and signed articulation agreements. At the end of the 2023 academic year, our consortium will have the opportunity to view the number of approved agreements and numbers of students who have earned articulated college credits.

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

Continue to work with CTE classes to provide industry recognized credentials as a part of their course offerings and pathway options. Continue secondary and postsecondary collaborations to expand the ability for students to obtain credentials. Work with ServSafe food handler and food manager was piloted for 2022-23.

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

Provide a variety of professional development opportunities that focus on dual enrollment models and best practices. Engage more secondary partners in professional development opportunities offered through the National Alliance of Concurrent Enrollment Partnerships (NACEP), MnCEP, and PSEO-specific meetings and training. The Business Education Community of Practice has bolstered its attendance by offering two full day sessions vs. monthly hour-long virtual sessions. This included having Dean Breuer from MDE share about program approval and starting the process of getting syllabi ready for the upcoming approval.

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

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your Support to Professionals response below.

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

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

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

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

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

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

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

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

Narrative 9: Performance Gaps

Performance Gaps Narrative

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

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

Enter your Performance Gaps response below.

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

Not enough of our special populations are engaging in CTE beyond the first course. While it has been noted that there needs to be increased marketing and communication efforts, feedback from Counselors throughout the region indicates that students have a difficult time finding space in their schedule to take multiple CTE courses. **Funds will support professional development that is directly related to curriculum changes to bring in rigorous student work and industry recognized skills.**

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

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

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

All students can benefit from additional services and support.

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

According to our CLNA, and it is also showing up in our data, CTE is not well marketed and understood in our Consortium. We will set this as a priority which should address the gap in participant to concentrator. In order for us to move the needle on student performance, we need more students to move into the concentrator level.

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

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

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

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

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

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

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

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

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

Enter your Consortium Governance response below.

The South Central Consortium consists of 24 school districts, two cooperative education districts, the South Central Service Cooperative and South Central College.

The Consortium Advisory Committee meets quarterly to review data, discuss needs, provide guidance on plan implementation, and brainstorm creative solutions. It is a priority that advisory board membership is composed of secondary staff, administrators, and educators from both rural and urban districts from across the geographical region of the consortium. The Advisory looks forward to inviting postsecondary CTE faculty to join for the 2023-24 school year. More formal Advisory structures and procedures will be created. This includes a formal Advisory Handbook - nothing fancy but something to provide context to why we do what we do.

Approximately seven years ago the South Central Perkins Consortium decided to eliminate the "mini grant" process and stopped purchasing equipment for individual districts. The Advisory decided that that wasn't the best use of regional dollars to be cut up and divided among 26 schools. Instead, a regional approach to this work was developed. Perkins today is more collaborative and inclusive and provides great opportunities for students to explore careers, counselors and teachers to take advantage of professional development, and opportunities to bring our districts together and work collaboratively. Yes, there are still questions on funds for equipment but this region has done a good job of helping to educate our districts that this type of spending needs to happen at the district level so they are supporting their programs.

Consortium-wide financial decisions and updates are presented to the advisory committee either at the quarterly committee meeting or via email if a more timely response or feedback is needed. These types of decisions include collaborative efforts between secondary and postsecondary such as regional career exploration events, CLNA processes, Perkins-funded positions, and professional development opportunities for CTE educators and other CTE supporters. Postsecondary-specific decisions are determined in collaboration with the Perkins coordinator and academic dean/faculty and/or staff.

Postsecondary requests are made using a Microsoft Teams form. This tool provides the Perkins coordinator and other staff/administrators, as appropriate, with an electronic copy of the request and the details necessary to make an informed financial decision. Approved requests are communicated in writing to the requestor and their immediate supervisor. Secondary requests are communicated via email to the Perkins coordinator who follows up with the requestor as needed to obtain the information needed to make an informed decision. Both the postsecondary and secondary coordinator will reach out to the Perkins advisory committee if additional insight is needed for certain funding requests.

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

Our rural landscape provides challenges to ensuring quality programs of study that are of sufficient size, scope and

quality. We continue to look for ways to bring smaller districts together to share resources.

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

Developing and maintaining effective marketing and communication strategies will also be a focused effort of the Consortium. These strategies will include information and resources for students, parents, as well as staff throughout secondary and postsecondary institutions.

Marketing and communication efforts will be developed and maintained in a collaboration effort between secondary, postsecondary, and local business/industry partners.

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

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

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

Budget your consortium's Reserve funding to support no more than two of the following categories:

- CTE Teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance Gaps
- Development of new programs of study

Please provide the following:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

Secondary will also utilize reserve funds to support innovation in performance gaps as well as CTE Teacher/Faculty recruitment and retention. The secondary budget allows for \$63,580.93 which will be used to support existing teachers with skill development strategies to lessen performance gaps through professional development and related work. We will identify districts who are underperforming in our five indicator areas and work with them to make improvements. The funding will also support strategies to encourage students to enter the field of Education and include targeted strategies for CTE Education. Other initiatives will include honing and developing retention best practice approaches to encourage existing teachers to stay in the field.

Postsecondary will utilize reserve funds to support innovation and strategies for CTE faculty recruitment and retention, as well as performance gaps. The postsecondary Reserve allocation of \$63,580.93 will fund approaches focused on improving the number of students (specifically, but not limited to, Black or African American and Hispanic males) earning postsecondary credentials. Strategies to close these performance gaps will be done in collaboration with secondary as we continue to develop and improve CTE dual enrollment pathway programming. CTE faculty recruitment and retention strategies will be developed, enhanced, and maintained with the support of the resources provided by SCC's Center for Teaching and Learning Excellence, CTE administration and support staff, and experienced CTE faculty. CLNA data suggests that these efforts should focus on andragogical methods, classroom management strategies, and faculty/technical advising approaches. Retention strategies will be supported by intentional and, where possible, discipline specific training that meets the needs of faculty both as a whole and on an individual level. Perkins leadership will work diligently with the administrators and faculty across the college's CTE programs to determine where the needs are and what enhancements can be made to current faculty onboarding and training.

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

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

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

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

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary 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.

Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	10,000.00
Postsecondary Subtotal	10,000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	22,000.00
Secondary Subtotal	22,000.00
TOTAL	32,000.00

Perkins-Funded Positions

In the table below, list all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins. Upload the position description for each individual/position you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Kim Mueller	Regional Career & Technical Education Coordinator	Secondary		50	\$47,214.00
Laura Attenberger	VPAA/Perkins Coordinator	Postsecondary		10	\$14,730.00
Karen Young	Administrative Assistant - Secondary Relations/Perkins	Postsecondary		60	\$33,646.80
Lynn Waterbury	Career Navigator Assistant	Postsecondary		55	\$33,498.92
Michelle Maczuga	Dual Enrollment Coordinator	Postsecondary		40	\$31,479.53
VACANT - NEW	Employment Services & Partnership Coordinator	Postsecondary		25	\$20,500.00

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

Position Description

CTE Coordinator Job Description 2022.docx

Position Description

PD - Interim VP of Academic Affairs.pdf

Position Description

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

Position Description

Position Description_Career Navigator Assistant.docx

Position Description

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

Position Description

PD - Employment Services Partnerships Coordinator.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF). ([Download the Statement of Assurances Form](#))**
2. **Combined Secondary and Postsecondary Budget Excel File ([Download the Budget form with instructions](#))**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))**

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

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

Statement of Assurances 2023.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

Combined-Secondary-Postsecondary-FY24(SecondYear)_Budget-SouthCentral.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

FY20_21_SCC_Perkins_Inventory.xlsx

Improvement Plan

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

