



FY23-FY24 Southeast Consortium (Year 2)

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

Submitted by Brian Cashman

Submitted on 08/16/2023 10:19 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 Ohrn, State Director for CTE, Minnesota State

Agency Contact Phone

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Fund Activity Categories

Education

Opportunity Manager

Karl Ohrn

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 08/14/2023 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-FY24 Southeast Consortium (Year 2)

Award Requested

\$414,948.38

Total Award Budget

\$414,948.38

Primary Contact Information

Name

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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.

Post-Secondary

Minnesota State College Southeast

Secondary

Caledonia School District #0299
Cannon Falls School District #0252
Chatfield School District #0227
Dover-Eyota School District #0533
Fillmore Central School District #2198
Goodhue School District #0253
Goodhue County Education District #6051
Hiawatha Valley Education District #0613
Houston School District #0294
Kenyon-Wanamingo School District #2172
La Crescent-Hokah School District #0300
Lake City School District #0813
Lanesboro School District #0229
Lewiston-Altura School District #0867
Mabel-Canton School District #0238
Plainview-Elgin-Milville School District #2899
Red Wing School District #0256
Rushford-Peterson School District #0239
Saint Charles School District #0858
Spring Grove School District #0297
Wabasha-Kellogg School District #0811
Winona School District #0861
Zumbrota-Mazeppa School District #2805

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.

For Year 2 of our FY23-FY24 Comprehensive Local Needs Assessment (CLNA), our consortium will continue to implement strategies and action steps connected to our CLNA. The CLNA was developed by engaging with stakeholders across multiple categories. Stakeholders essential to this plan included, but were not limited to, WIOA and Economic Development partners, CTE instructors, school administrators, school counselors, and advising personnel. The CLNA is reliant on both quantitative and qualitative data from stakeholders and trusted sources.

The following key messages highlight the collective feedback from our stakeholders:

1. Partnerships are critical.
2. Equity of access by gender is critical.
3. Professional development is most valued at the local and regional level.
4. Experiential learning is an important part of Career Pathways work.
5. Classrooms and labs that use industry-grade equipment contribute to the success of students.
6. The hard work of working with students as they transition from secondary to post-secondary to industry is important.
7. Health Sciences, Trade & Industry, and Agriculture all have options for high-skill, high-wage, high-demand careers in Southeast Minnesota.
8. Professional skills development is an important component of a student's education.
9. There is strong work being done by organizations and personnel in Southeast Minnesota.

It is also important to note that we will be re-engineer the CLNA process in FY24 for the next two-year CLNA cycle, spanning FY25 to FY26. We intend to continue to emphasize engagement with a wide variety of stakeholders and collection and analysis of multiple data points. We look forward to continuing to build pathways to high-demand, high-skill, and high-wage career fields.

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

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

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

Upload your CLNA Framework here:

FY23-24 CLNA.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.

The following list summarizes our Programs of Study and their rationale. The context for decision making regarding the identified Programs of Study was based on Labor Market Information, employer/industry feedback, and alignment between Secondary and Post-Secondary programs. There is an intentional focus on family sustaining wage occupations that are in high-demand (Agriculture, Construction, Finance, Manufacturing, Transportation) and occupations that provide a identified career pathway with identified steps for advancement opportunities (Health Science, Human Services, Hospitality and Tourism).

Agriculture/Power, Structural, & Technical Systems

Source: Real Time Talent Report - SE MN - Annual Average Occupation Gaps

Engineering, Manufacturing, & Technology/Transportation, Distribution, & Logistics

Source: Real Time Talent Report - SE MN - Annual Average Occupation Gaps

Finance/Accounting

Source: Minnesota State College Southeast Industry Feedback Sessions

Architecture & Construction/Construction

Source: Real Time Talent Report - SE MN - 10 Year Forecast

Manufacturing/Maintenance, Installation, and Repair

Source: Real Time Talent Report - SE MN - Annual Average Occupations Gaps

Manufacturing/Production

Source: Real Time Talent Report - SE MN - Annual Average Occupations Gaps

Manufacturing/Engineering and Technology

Source: Real Time Talent Report - SE MN - Annual Average Occupations Gaps

Health Science/Therapeutic Services

Sources: Real Time Talent Report - SE MN - Average Annual Occupation Gaps + Multiple Other Data

Education and Training/Education

Source: Real Time Talent Report - SE MN - 10 Year Forecast

Hospitality and Tourism/Culinary Arts

Source: Real Time Talent Report - SE MN - 10 Year Forecast + Top Emerging Occupations

There are two primary channels for communicating opportunities in CTE courses and Programs of Study in an inclusive manner: (1) Informing students directly and (2) Educating faculty and staff and other adults who support youth.

Post-Secondary engages in a variety of outreach efforts to educate secondary students and those who support students on the careerpathways that exist from secondary, to post secondary, and lead directly to industry:

1. The Admissions department, in collaboration with college faculty, hosts multiple career exploration events each year. Attendance varies based on school interest. Some schools choose to bus an entire grade to campus for hands-on demonstrations with departments, followed by a tour of the campus and a presentation from admissions staff.
2. The College hosts a number of free campus events throughout the year focused on CTE opportunities - including Transportation Night, Camp T & T, Explorer's Camp, and the Health Care Open House.
3. The Admissions department, in collaboration with college faculty, hosts a speciality career exploration event for nontraditional students - specifically, women in Trade & Tech.
4. The Admissions department visits high schools in the area to present to classrooms, over the lunch hour, or to meet with individual students. CTE faculty often join Admission Representatives during these visits. During this time, they share the supports that the college offers - including career exploration, program options, and enrollment options.
5. Once students are enrolled at the post-secondary level, there are many opportunities through their programs to learn more about CTE careers that connect directly to their chosen program. CTE courses include industry site visits, work-based learning experiences or field opportunities, internships, clinical experiences, and industry professionals visiting the college classroom. All of these activities illustrate the opportunities linking CTE education to a post-graduate career, and help inform students of the numerous regional professional opportunities.

In addition to the aforementioned outreach strategies to secondary students, each high school in the Consortium lists the available CTE programs and courses in their registration books. Secondary students are provided information as to the availability of CTE programs and courses in their registration guides. Students are also provided information through interaction with secondary CTE teachers, general education teachers, special education teachers, Work-Based Learning instructors, and/or school counselors. Finally, please note the proposed Secondary/Post-Secondary equipment purchase requests in this application. These purchases, which are connected to the Consortium Program of Studies, will give students an opportunity to use industry-grade equipment in critical Programs of Study across the Consortium.

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- 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.

Updated SRPOS POS (8.16.23).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.

There are a number of regional and local development boards, agencies, and related organizations and personnel that we partner with to support career exploration, career coursework, career activities, career services, career information sharing, and career guidance and academic counseling in addition to the internal systems in place at secondary and post-secondary.

Partners include:

Community Economic Development Associates (CEDA)

Economic Development Agencies (EDA)

Goodhue County Earn & Learn Youth Skills Training (YST) Program - Advanced Manufacturing and Agriculture

Bluff Country Collaborative Youth Skills Training (YST) Program - Advanced Manufacturing

MaxAbility

Minnesota Department of Employment and Economic Development (DEED) & CareerForce

Red Wing Ignite

Region 10 Low Incidence Projects (Region 10)

Southeast Minnesota Building and Construction Trades Council (SEMNBCT)

Southeast Minnesota Youth Skills Training (YST) Program - Certified Nursing Assistant (CNA)

Southeast Service Cooperative (SSC) / STEMForward and Career Navigators

University of Minnesota Extension - 4-H

Winona Area Chamber of Commerce Business Education Network (BEN)/Synergy Academies Program

Workforce Development Inc. (WDI)

One feature worth highlighting is the inclusion of the Southeast Consortium with two Southeast Service Cooperative (SSC) programs, namely the STEMForward Committee and the Career Navigators. The Secondary Coordinator sits on the SSC STEMForward committee and is engaged in conversation and work related to both STEM and CTE. In addition, SSC employs two Career Navigators. These Navigators cover nearly all of the Southeast Consortium school districts. Their work is centered on providing career-connecting learning opportunities to students. This involves working with both schools and industry. The main outcome of this work is a high-number of high-quality experiential learning options for schools and students.

The Secondary Coordinator sits on the Workforce Development. Inc. Board and is actively engaged in the work of Workforce Development. Inc. (WDI) in Southeast Minnesota. There also exists a partnership between WDI, CEDA, and Perkins to support a Youth Workforce Navigator with the Bluff Country Collaborative.

The Southeast Perkins Consortium will continue to partner to support Learn & Earn Youth Skills Training programs to include more students and businesses. This is a Work-Based Learning-focused initiative.

Another strong partnership in the region is Minnesota State College Southeast is the location for partner services for the region. Workforce Development. Inc. and Hiawatha Valley Adult Education are located on the Red Wing campus. CareerForce, the Hiawatha Valley Education District Alternative Learning Center, the Small Business Development Center, and Winona Area Public Schools Adult Basic Education are all

co-located on the MSCS Winona campus which allows for increased collaboration on projects and supports for students.

The Career Navigator positions were deployed in the ten county Southeast Minnesota region by the Southeast Service Cooperative using Rural CTE Grant dollars in FY21 and FY22. In FY23, The Southeast Service Cooperative funded one Career Navigator for primarily Goodhue and Wabasha counties while the Bluff Country Collaborative used diversified funding streams to support a full-time Career Navigator serving primarily Fillmore and Houston counties. These positions are focused on career-connected learning for students, especially in regard to high-quality experiential learning opportunities and programs. The Bluff Country Collaborative is focused on experiential learning via collaborative relationships among schools, workforce development agencies, education partners, and business/industry. The results of this work continue to improve year-after-year - specifically, increasing the career-connected learning in and among high schools in Fillmore County and Houston County.

The Southeast Consortium will continue to partner with these various stakeholders in the FY25-FY26 CLNA process, as well as when applicable within the Consortium's Job-Alike Regional Meetings, Program Approval Cohorts, and Regional Advisory Committee(s).

Finally, it is worth mentioning that Spring Grove High School is going into Year 2 of implementing a program called "Mastery Transcript". This is both a program and a tool. Programmatically, it will enable Spring Grove High School to enhance their conversation and work in recognizing College and Career Readiness being a part of a student's high school experience. In regard to Mastery Transcript being a tool, it will allow Spring Grove High School a mechanism for housing portfolio work and a capstone experience. Spring Grove has been innovative in this work - especially with experiential learning/career-connected learning. This purchase is helping Spring Grove High School propel forward in this work.

The new post secondary coordinator for the Southeast Consortium is closely connected with the Winona County Workforce Development Board, working in partnership with the DEED/CareerForce Youth Program Manager and the Regional Manager and WDI Youth Career Planners to connect at risk youth with career opportunities in CTE. The post secondary coordinator also serves as a point of contact for Pre-ETS and DEED VRS coordinators and works closely with SEMCIL (Southeast MN Center for Independent Living) and the Winona Public Schools and Hiawatha Valley Education District work based learning coordinators to connect students to training in CTE. The post secondary coordinator also collaborates with the Minn State Transportation Center of Excellence and serves on the advisory board for the Minn State Engineering Center of Excellence.

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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.

Curriculum writing is essential for the alignment and integration of content frameworks into CTE courses and the inclusion of strategies and resources for integrating math, reading, and writing. As a consortium, we will provide CTE instructors with the opportunity to engage in dedicated curriculum writing time to promote these outcomes. The Perkins supported curriculum writing will focus on curriculum writing for new CTE courses and updating curriculum for existing courses. For new courses, course alignment with content frameworks as well as connections to technical reading and math will be emphasized. The same emphasis will be placed on curriculum writing for existing courses. The intended outcome is participating CTE instructors will have complete course syllabi, including content instructional frameworks, with clear connections to reading and math by the end of the academic year. Please note that this work will also occur within the Program Approval Cohorts as our Consortium prepares for our next round of Program Approvals.

In addition to curriculum writing, we are proposing to support the inclusion of industry certifications into select secondary CTE courses - including OSHA-10 and ServSafe certifications. We intend to continue working on this area, especially as it relates to Programs of Study.

At the post-secondary level English and Math faculty work closely with technical faculty to incorporate applied math and writing skills into courses and to ensure the required English and math courses that are part of the degree program, directly connect to the math and English concepts that students will need to succeed in industry. Minnesota State College Southeast is currently working on a course mapping project focused on guided learning pathways which will further help identify the necessity and relevance of math and English skills students will need to possess upon graduation and entering their chosen career field.

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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 review of our Consortium data during the CLNA process indicated a strong need to address special populations. Specifically, the data shows that although the number of secondary males and females that are categorized as "Participants" is about equal, the number of "Concentrators" leans heavily towards males. This creates a noticeable gap between males and females more deeply engage in CTE courses and programs. To address this, we are proposing the following:

1. We continue to support the Southeast Service Cooperative's Redefining Readiness initiative. We believe this initiative will provide a more equitable representation of student success at the high school level. This initiative includes a focus on career and life readiness - including metrics that align with CTE.
2. Lean into our Job-Alike regional meetings. Dedicate time to learning more about the opportunities and potential in CTE careers for all students including underrepresented populations.
3. The Secondary Coordinator serves on a working committee for MaxAbility - an organization focused on providing support and opportunities to people with disabilities, including students. We are looking to partner with MaxAbility on their "Reverse Job Fair" event and similar opportunities for students in FY24. The Post Secondary Coordinator serves on several committees focused on transitioning youth with IEP's from high school to employment including working with Region 10 to support the annual Work Skills Challenge contest.
4. Minnesota State College Southeast will host "Women Exploring Trades, Technology, and Transportation" event open to young women in grades 9-12. The event is designed for women to join MSC Southeast faculty for a day and experience post-secondary programs that lead to hands-on, high-tech career paths such as: Mechatronics, Electronics/Biomedical, CNC, Welding, Radiography, Construction Technology, Auto Technology, and Auto Body.
5. Through feedback provided by the MSCS Director of Student Success, it was determined that support is needed for staff who are advising, tutoring, and supporting CTE students. The college will send several new staff members for training in best practices for advising and student engagement in higher education.

Finally, we recognize that our CTE faculty, staff, and students are primarily white/Caucasian. We also recognize that the state of Minnesota, our country, and our world offers an abundance of diversity. To help bridge this gap, the Goodhue County Learn & Earn program, through a United Way grant, will be housed out of the Goodhue County Education District and will be focused on providing career-connected learning to a diversified group of high school students interested in learning more about Advanced Manufacturing and Agriculture.

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- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

- 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 programming has become an increasingly important component of CTE programs in the Southeast Consortium. For Fiscal Year 2024, we are proposing the support of the following initiatives:

1. The use of MCIS as a career exploration tool and grounding mechanism, as well as the pilot of a program titled "Major Clarity".
2. The opportunity for schools and students to engage in career-connected experiential learning events and programs. This includes visits to post-secondary institutions and business and industry site tours. This also includes dedicated funding to support the career-connected learning events planned and implemented through the Bluff Country Collaborative. Part of this work includes the inclusion of Perkins into a braided-funding model for the Bluff Country Collaborative Youth Workforce Navigator. This is the second-year of a three-year ramp towards a self-sustaining, fully-funded, position.
3. The development and/or sustainment of three Youth Skills Training Programs:

Goodhue County Learn & Earn Program - Advanced Manufacturing and Agriculture

Bluff Country Collaborative Program - Advanced Manufacturing

Southeast Minnesota Program - Certified Nursing Assistant

4. The continued partnership with Southeast Service Cooperative's Career Navigators in the work they are doing with providing secondary schools and students with career-connected learning strategies and opportunities.

5. The expansion of the Goodhue County Earn & Learn program (Advance Manufacturing and Agribusiness Youth Skills Training).

It is worth focusing in on the Career Navigator positions. In particular, here is the description of their role as laid out by the Southeast Service Cooperative:

Career Navigators are contracted FTE positions available to support a consortium of schools and communities develop and sustain career-connected and experiential learning opportunities. This includes supporting educators and students to identify career opportunities in industries that provide promise for future job demand, sustainable wages, and potential for industry-recognized credentials that align to their interests and passions of students including, but not limited to, career clusters like career and technical education and STEM. These experiential learning opportunities engage employers from multiple sectors and raise student awareness, engage the community in experiences, and provide career pathways for youth.

This position is an important contributor to providing leadership and support to students, teachers, parents, industry partners, and post-high school education partners (trades and colleges) in developing, iterating, innovating, growing, and sustaining pipeline development. Southeast Service Cooperative hosts and supervise this position, and work is performed is under the guidance of community, industry, and education partners within the consortium.

Services provided:

CTE & Workbased Learning Teacher Credential Navigating Support Service

Communications & Marketing

Distance and Virtual Learning Support

Dual Credit Learning

Grant Writing

CTE Program Development (Curriculum, mapping and planning, partnership, multi-district collaboration, etc.)

FutureForward(TM) Strategic Planning, Support, & Training

Experiential Learning Coordination

Event Management

Partnership Development

Regional Cooperative Career Courses & Pathways

Regional Networking & Community Presentations

In collaboration with the SLAM (Students Learning Advanced Manufacturing) programming, campus and industry tours are being introduced. Students spend a portion of the day in the CNC labs on campus with hands-on experiences supported by the faculty in the program. Next, they go on a tour of a local manufacturer. The day long event provides a look into the future for current high school students. They are able to see where they could go for additional hands-on training and a quick look at where they could land a job after degree completion.

For a handful of schools in the consortium, MCIS is a key component of their experiential learning and post-high school programming and planning. MCIS is also a key component of augmenting existing Work-Based Learning programs by providing context and insight to students and instructors on fit and alignment with Career Pathways. We recognize that there needs to be movement towards innovation within this category. Towards this end, schools who have used Perkins dollars to fund MCIS in the past have been informed that Perkins dollars cannot be continued to use year-after-year to support MCIS. Perkins dollars will no longer flow to MCIS starting in FY25. Schools are being encouraged to revisit the use of MCIS, or a similar tool, to provide students with the best career development infrastructure possible.

As programs at Minnesota State College Southeast grow and new programs are added, additional internship sites are sought out. Most recently, with the start of a Mechatronics program on the Red Wing and Winona campuses, local companies have been involved in developing the programs as well as serving as internship sites. The Associate of Science in Nursing Degree was revitalized in 2020 and the first cohort will be graduating after fall 2022. Through partnerships with local healthcare providers, new clinical experiences have been developed and expanded to meet the needs of all students.

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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 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.

The Southeast Consortium will be a member of www.CTECreditMN.com and the subsequent regional articulation meetings. This will serve to increase the number of articulated career and technical education courses available to secondary students.

MSCS continues to conduct the C2C (Connect to College) Concurrent Enrollment Program at a high level according to the standards set forth by NACEP (National Alliance for Concurrent Enrollment Partnerships). In April 2020, the college received notice that reaccreditation was approved for seven additional years. We continue to seek opportunities to expand C2C and support secondary instructor training in the CTE area.

Currently, concurrent enrollment courses are offered in CNC Machining, Construction, and many liberal arts classes. Through program collaborations like the Bluff Country Collaborative, districts are working together to offer cohort training regionally with the goal of students completing industry certification in Nursing Assistant. MSC Southeast, in collaboration with Red Wing Public Schools and Winona Public schools will be offering CNA training in the high schools during the 23-24 academic year. Multiple schools in the southeast Minnesota region are offering pre-requisite courses like College Writing 1 and Anatomy and Physiology which allow students to complete Practical Nursing (LPN) and Associate of Science in Nursing (ASN/RN) program pre-requisites while still in high school.

Efforts are in motion to increase the opportunity for students to earn technical college credit. In collaboration with a National Science Foundation grant received by MSC Southeast, students can complete courses in high school or on campus in Manufacturing and Automotive Services. Regional hubs were created to allow for coursework to take place near the students' homes rather than needing to commute to the college campus. Another option for high school students is to complete courses in the evening on the Winona campus. By participating in this program, high school students can graduate with both their high school diploma and a college certificate which then applies towards a 1 year or 2-year technical diploma.

Students are also taking advantage of the PSEO program by taking courses on campus or online. Many students are completing one or more courses a semester with some taking courses full-time with the possibility of completing a certificate, diploma, or degree prior to high school graduation. Minnesota State College Southeast has a robust PSEO program with strong enrollment. High schools continue to review CTE and Liberal Arts courses completed by students and apply them towards high school graduation requirements as either required courses or elective credits.

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 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.

The flow and functionality of professional development has been disrupted over the past few years by COVID 19. It has been a challenge for educators to participate in professional development offered by the consortium. Among other factors, a sub shortage and a high level of prep work, have contributed to this dynamic. Reviewing our CLNA, we have identified the following items as considerations:

1. Secondary educators prefer local or regional professional development as opposed to state or national conferences.
2. There is value in Job-Alike Regional Meetings.
3. There continues to be a logistical challenge for teachers to attend professional development events regardless if they are held in person or virtually, due to staffing/sub shortages and workload assignments.

We are proposing to continue to support local and regional professional development opportunities, as well as select state and national opportunities. We will continue to offer Job-Alike Regional meetings. It is important to note that the Job-Alike Regional meetings will include a focus on engaging in the 5 Year Program Approval process - i.e., using the template that Dean Breuer (MDE - Business & Marketing Specialist) provided. This will allow our schools and educators to be in a continual process of program improvement as opposed to waiting until the 5 Year Review deadline is in place. It is worth mentioning that a secondary Business instructor cohort met regularly through FY23 to engage in this work and were supported by Mr. Breuer throughout the year. We believe this will serve as an excellent model for instructors in other CTE fields.

The Southeast Consortium has partnered with St. Cloud State University on the Technology Express program. This provides secondary instructors with access to industry-grade equipment, up-to-date professional development, and support with regional business-to-school partnership development.

Finally, Minnesota State College Southeast has hired a full time Director of Diversity, Equity, and Inclusion. This individual is working closely with community partners to build connections with underrepresented populations. One of the goals of this work is to encourage diverse candidates to apply for open faculty and staff positions at Minnesota State College Southeast. MSCS is also actively engaged in the Chancellor's plan - Equity 2030 to eliminate all racial and ethnic disparity gaps by the year 2030. One strategy being implemented is to hire more diverse teachers and staff to reflect the growing diversity of the students being served by the college. Furthermore, MSCS student services staff have identified several professional development opportunities in which to engage for the upcoming year.

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

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.

Examining the secondary data, we have met all our Performance Indicators. This said, there are two indicators that seem to warrant our attention: 3S1 (Post-Program Placement), 4S1 (Nontraditional Program Concentration). On the secondary side, we are proposing that we utilize Career Student Technical Organizations (CTSOs) to continue to exceed expectations in 3S1 and 4S1. The rationale is that CTSOs provide a means for students - including nontraditional students - to engage with a Career Field, typically in a way that can't be matched in the classroom. CTSOs give students the opportunity to take on leadership roles and establish a professional network. This is especially important for nontraditional students. Our hypothesis is that as CTSOs grow in frequency and depth, this will strengthen our 3S1 and 4S1 indicators. CTSOs provide students with an opportunity to engage in learning that is career-connected as well as fun and engaging. Reviewing our consortium data, we need to provide all of the support we can for non-traditional (by gender) programming and enrollment. We think CTSOs are key in this, as it appears that the non-traditional gender participation is higher in CTSOs than in core school day courses. Specifically, we are looking at using the bulk of the dollars to support the transportation of students to CTSO competitions.

Examining the postsecondary data, we have met all our Performance Indicators. We recognize that each indicator warrants our continued attention. Latinx, students with disabilities, and women in trades are groups targeted for programming as outlined in Narrative 5. Through feedback received by regional partners supporting Latinx students, it was determined that additional transitional support was needed for students secondary to post-secondary. This is being worked on, including providing school-related documents in Spanish and a recently a Somali interpreter has also been retained to engage with this population. The College will continue to host a "Women Exploring Trades, Technology, and Transportation" event for women in grades 9-12. The event is designed for young women to join the College faculty for a day specifically designed for females or those who identify as female, interested in learning more about hands-on, high-tech, career paths and programs such as Mechatronics, Electronics/Biomedical, CNC, Welding, Radiography, Construction Technology, Auto Technology, and Auto Body. Finally, through feedback provided by the Director of Student Success it was determined that several new staff including the College Navigators that are supporting the Red Wing Promise and the Winona Opportunity program will need additional training to effectively support and advise students in CTE which should result in continued improvement in both 1P1 (Post Secondary Retention and Placement) and 2P1 (Earned Recognized Post Secondary Credential). Internal training and onboarding is scheduled in addition to planned attendance at several conferences. All of these activities support continued performance improvement in indicator areas: 2P1 Earned Recognized Post Secondary Credential, 1P1 Post Secondary Retention and Placement, and 3P1 Nontraditional Program Enrollment.

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

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

As a consortium, we utilize the following structure:

Perkins Leadership Team

Perkins Core Planning Team

Secondary and Post-Secondary Coordinators

The Perkins Leadership team consists of a cross-section of secondary and post-secondary stakeholders. The team meets monthly for the following purpose:

Monitoring of the consortium’s vision, mission, goals, and strategies

Monitoring of the consortium’s budget

[Redacted]

Increased understanding of Perkins V and CTE in Minnesota

The Perkins Core Planning Team is a subset of the Perkins Leadership Team. This team monitors and supports a continuous improvement cycle within the planning, implementation, and review of the Consortium Plan and Budget.

The Secondary and Post-Secondary Coordinators facilitate the Perkins Leadership Team meetings as well as the Perkins Core Planning Team. Both Coordinators also work to stay abreast of best practice and innovation through networking, collaborative partnerships, and professional development. To support this work, budget dollars will be dedicated to professional mileage and professional development for the coordinators.

The Southeast Consortium ensures funding is used to support CTE Programs with the necessary size, scope, and quality through the following means:

[Redacted]

- A continuous improvement cycle that focuses on specific action steps within each year of the 5 Year Approval process.
- The support of curriculum writing and professional development as a means of creating new Programs of Study based on local and regional data.

[Redacted]

- The support of high-quality experiential learning opportunities for as many students as possible.

[Redacted]

- Partnering with local and regional organizations to braid together programming and student experiences. Examples include Minnesota State College Southeast Guided Learning Pathways initiative, The Winona Area Chamber of Commerce Sverny Program, The Youth Skills Training Programs, the Spring Grove CEO Program, the Students Learning Advanced Manufacturing Program, Bluff Country Collaborative Programming, the Red Wing Flight Paths Initiative, and the La Crescent-Hokah "reboot" of career pathways in their Trade & Industry department.

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

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.

The Southeast Consortium is proposing a focus on CTE teacher/faculty recruitment, retention utilizing professional development, and non-traditional populations within the Performance Gaps category.

The focus of professional development will be Job-Alike Regional meetings. A staple of our consortium, these job alike meetings allow CTE instructors to meet with job-alike peers in an atmosphere of collaboration. Although COVID has made meetings difficult the last two years, we are looking forward to the return of in-person Job-Alike FY24. We are proposing the integration of two specific agenda items for these meetings:

1. Engagement in the 5 Year Program Approval process as laid out by Dean Breuer (MDE Business & Marketing Specialist). Our Business Instructors piloted this work in FY23 and will serve as a model process for the other CTE areas in FY24.

2. Learning and strategies with Nontraditional engagement and movement from Participant status to Concentrator status - including by gender and students with disabilities.

In addition to collaboration and professional learning, the Job-Alike Regional meetings serve as a connection point and informal support network for educators, many of whom work in a department of one and/or are new to the profession. The goal is that by providing peer support school districts will be able to retain CTE instructors.

For Performance Gaps, our secondary lens is focused on 4S1. Specifically, our data shows that although the number of secondary males and females are categorized as "Participants" is about equal, the number of "Concentrators" leans heavily with males. This creates a gap between the males and females who are more deeply engaged in CTE courses and programs. To address this, we are proposing training on non-traditional dynamics within our Job- Alike Meetings.

In addition to the Job-Alike Regional Meetings, we are also proposing to use Reserve dollars to continue a partnership with St. Cloud State's Technology Express Trailer and

Program (TEC Network). In addition to making industry-grade equipment accessible to secondary students and staff, the program also entails support for the business/industry – school relationship. In FY24, we are planning on using this program to help strengthen our Advisory Committees across the consortium. We are intending for this expenditure to support both Teacher/Faculty Recruitment and Performance Gaps. More specifically, most of the CTE instructors in our Consortium are singletons and have limited budgets. Being a part of TEC Network will allow our Engineering, Manufacturing, & Technology Instructors to have assistance in forming or upgrading their Advisory Committee structure - thus increasing partnerships with local and regional employers and reducing isolation. We are looking to conduct a baseline survey of Secondary Advisory Committee implementation and function in Fall 2023. Improvement will be measured by the increase in frequency and quality of local Advisory Committee meeting.

In addition, participation in the TEC Network will increase instructor access to industry-grade equipment. One of the disparities we have in our Consortium is non-traditional gender concentrators. Our participant levels by gender are fairly even but female concentrator numbers drop-off significantly whereas male concentrator numbers increase. Our goal is to eliminate that discrepancy. One hypothesis we have is that the combination of high-quality Advisory Committees (i.e. employer needs and encouragement of non-traditional gender applicants) and industry-grade equipment (i.e., equipment that generates excitement and sparks an interest for all students - including non-traditional female students within the Engineering, Manufacturing, & Technology Career Field).

Looping back to the Bluff County Collaborative, we are proposing to use Reserve dollars as braided funds for the Workforce Navigator position (Year 2/\$10,000.00), as well as provide a budget line item for transportation for schools to attend the Bluff County Collaborative line-up of career events in FY24.

The post-secondary reserve budget will focus on CTE program and career pathways marketing and outreach specifically with our diverse populations. Funds have been allocated to engage with a local non-profit, Hispanic Outreach of Goodhue County. The budget will also support professional development and providing opportunities for non-traditional populations to experience CTE programs through Camp T & T, Explorer's Camp, and partnering with Project Fine to build connections and relationships to populations that are underserved and underrepresented in CTE. Additionally, the Prairie Island Native Community has offered to provide professional development training to MSCS faculty and staff and extended an invitation for staff to engage and learn about some of the unique programs Prairie Island has developed to support their community.

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

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

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	2500.00
Postsecondary Subtotal	2500.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	10,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	3500.00
Secondary Subtotal	13500.00
TOTAL	16,000.00

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
Brian Cashman	Secondary Coordinator	Secondary	404031	30%	\$38,379.00
Cindy Kottke	Assistant to the Dean of Students	Post-Secondary		20%	11,162.96
Dawn Lubahn	Director of Secondary Relations	Post-Secondary	428091	30%	48,400

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

Position Description

FY23-FY24 Secondary Coordinator Job Description.pdf

Position Description

FY23-FY24 Post-Secondary Perkins Assistant Job Description.pdf

Position Description

FY23-24 Post Secondary Perkins Coordinator Job Description.pdf

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):
Southeast State Of AssurancesFY24.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File
FY24 Combined Budget 7.26.23(1).xlsx

REQUIRED: Consortium Consolidated Equipment Inventory
FY24 Southeast Combined Inventory.xlsx

Improvement Plan

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

