Strengthening Career and Technical Education for the 21st Century Perkins Local Application
Narrative Questions

Version 3/14/2022 2:00 PM

**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).

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 and be reflective of the data-driven decisions and spending the consortium will make based on the results of their comprehensive local needs assessment.** The approved local application—with statement of assurance signatures—serves as the consortium’s formal application for receiving Perkins funding.

Listed below are the narrative questions for the Perkins Local Application within the Amplifund Grant Management System portal.

Some consortium leaders find it easier to draft their responses **in this document** and then copy and paste the final responses into the online application. This document is only a planning tool. **Do not upload this document to Amplifund.**

**To apply for this iteration of the local application, use this special link:**<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

**Resources to Complete Your Perkins Local Application:** https://minnstate.edu/system/cte/perkins-local-application/index.html

## Consortium Membership List

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

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

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

## Narrative 2: Programs of Study

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

Additionally, provide the following information in the space below:

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

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

## Narrative 3: Workforce Innovation Opportunity Act (WIOA)

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

## Narrative 4: Integrated Academic and Technical Skills

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)?

## Narrative 5: Special Populations

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 pops will not be discriminated against.

## Narrative 6: Work-based Learning

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

Provide the following information in the space below:

* Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
* Describe the work-based learning programs available to students which support the consortium’s secondary program quality accountability measure.
* Describe how your consortium will partner will 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.***

## Narrative 7: Early College

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

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

## Narrative 8: Support to Professionals

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.***

## Narrative 9: Performance Gaps

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?

## Narrative 10: Consortium Governance

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).***

## Narrative 11: Reserve Funds

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

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

Please provide the following:

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

Required; multiple selection checkboxes:

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

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.

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

Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.

Support integration of academic skills into CTE programs and programs of study.

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.

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.