Perkins Local Application
narrative Questions for 2023

Revised March 2023

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.**

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

## 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.

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

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.

## Narrative 2: Programs of Study

**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***](https://www.minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Operational-Handbook-2020-Edition.pdf#page=18)**.**

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

**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 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.

## 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.**

* 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.**

## Narrative 7: Early Postsecondary Credit Opportunities

**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).

## Narrative 8: Support to Professionals

**Education professionals include secondary *teachers, college faculty, administrators, specialized instructional support personnel, and paraprofessionals.***

* 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?

## 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

**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?