MINNESOTA STATE
Career and Technical Education

DEPARTMENT OF EDUCATION

Perkins V Application Academy

February 25, 2025

Anoka Ramsey Community College

APPLICATION ACADEMY
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Perkins Annual Workflow – Swim Lanes

Task / Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Application - State	application approval / award letters sent	review process	feedback on process	update process	instructions to Consortia		performance reports available (SDPL)		meet w/ consortia/ feedback on draft	done by mid Apr	review apps/ guide revisions	
Application - Consortia			feedback on process		prep application			rough draft late Feb.	schedule		app due 5/1 / revisions to app	

Perkins Annual Workflow - Description

Target Date	Task/Activity	Description
Early February	**CLNA2:** Consortia Complete CLNA	Target Date for Completion of CLNA
Late February	**Draw2:** Consortia Complete 50% Draw of Approved Budget	Target Date for consortia to complete minimum of 50% draw of approved budget funds
March thru April	**Application2:** Consortia Schedule Meetings with State Team Liaisons	Consortia leaders schedule meetings with State team liaisons (one MDE, one Minnesota State) for feedback on completion of local application, budgets, and POS spreadsheet
Early March	**Reallocation3:** Consortia Submit Reallocation Budget Requests	Target Date for consortia submission of requested budget for awarded reallocation funds
Late March	**Reallocation4:** State Team Final Approval of Reallocation Requests	Target Date for State team final approval of all reallocation requests
Mid-April	**Application3:** Planning Meetings with State Liaisons	Target Date for completion of consortia planning meetings with State team liaisons
May 1	**Application4:** Consortia submit Local Applications	Deadline to submit Local Application, budgets, POS, CLNA, Improvement Plans, and other supporting documentation
May and June	**Application5:** State Team Meetings with Consortia Leaders to Review Plan Submissions	State team liaisons meet with consortia leaders to review or clarify information provided in application documents, and to review requirements for completion of APR

3-Step Plan:

#1 – February 13th Webinar

#2 -- Application Academy

#3 -- Individual Technical Assistance

Application Academy Objectives

Our goals and what we hope to achieve.

1. **Minimize delays** in the application approval process by **reducing unnecessary back-and-forth** between state staff and Perkins leaders.

2. **Better define our expectations** for the "Needs, Strategies, and Outcomes" portion of the application, **providing clarity on what we look for as reviewers** so Perkins leaders can effectively address these sections.

3. **Consortium leaders are preparing for a for a year-two application**--for which they are not "required" to rewrite every narrative. This academy is practice to prepare for the next full two-year application.

Application Academy Outcome 1

The results or changes we expect to see happen after the workshop. (What participants will achieve, do, or be able to demonstrate).

» **Clarity and Consistency in the Local Perkins Applications**
Perkins Leaders will walk away with an approach for writing clear Needs, Strategies, and Outcomes ensuring more consistency across applications and reduce the number of revisions.

» **Why This Matters**
By pinpointing what state staff look for, Perkins Leaders can align their responses with reviewer expectations—thus minimizing delays caused by back-and-forth requests for more information or clarifications resulting in faster approvals.

Application Academy Outcome 2

The results or changes we expect to see happen after the workshop. (What participants will achieve, do, or be able to demonstrate).

» **Practical Tools and Approach**
Perkins Leaders will be able to use concrete resources to write or refine Needs, Strategies, and Outcomes in their application.

» **Why This Matters**
Having practical, ready-to-use tools and resources ensures that Perkins Leaders can immediately apply what they've learned, setting them up for greater success when submitting their applications on May 1, 2025.

Application Academy Outcome 3

The results or changes we expect to see happen after the workshop. (What participants will achieve, do, or be able to demonstrate).

» **Improved Communication**
Perkins Leaders will be able to more effectively articulate the connection between consortium **needs** and funding decisions.

» **Why This Matters**
Clearly articulating how funding decisions align with consortium needs ensures that applications are well-supported with data and rationale, increasing the likelihood of approval.

Agenda

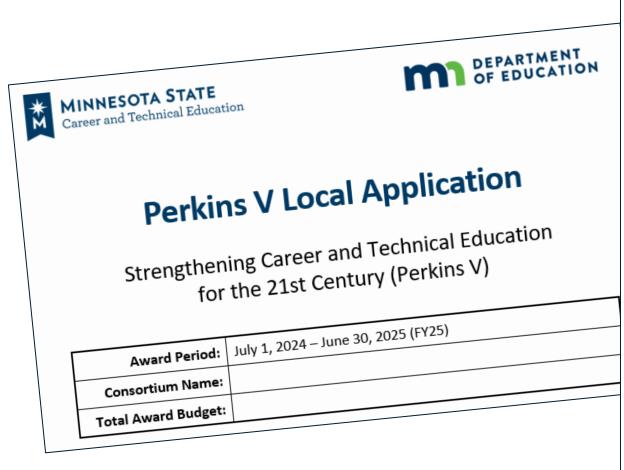|	
8:00 – 8:30 AM	Registration and Light Breakfast
8:30 – 8:45	Welcome and Introductions
8:45 – 9:00	Perkins Workflow Calendar
9:00 – 9:10	Application Academy Objectives and Outcomes
9:10 – 10:00	Present Formulas for Needs, Strategies, and Outcomes
10:00 – 10:10	Break
10:10 – 12:00	Practice with sample needs, strategies, and outcome statements
12:00 – 12:30 PM	Afternoon Instructions and Lunch
12:30 – 2:15	Perkins leaders apply the formula approach to their application
2:15 – 3:00	Large group debriefing and discussion
3:00 – 3:15	Wrap-up and next steps

Writing Need, Strategy, & Measurable Outcome Statements

What part of the Local Application are We Looking at?

MINNESOTA STATE
Career and Technical Education

DEPARTMENT OF EDUCATION

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	
Total Award Budget:	

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

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

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

NEED A:			This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):			1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. **Strategies to address need:**							
3. **Measurable Outcomes (report results in next APR):**							

How do we know what state staff are thinking?

» Need Statement Components

» Strategy Statement Components

» Measurable Outcome Components

» Tie it all Together

Need Statements

NEED A:		This Need is in Element(s):				
		1	2	3	4	5
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):		☐	☐	☐	☐	☐
2. Strategies to address need:						
3. Measurable Outcomes (report results in next APR):						

Writing Need Statements Formula

[need] + [current condition] + [data/source]

Components:

[Need]: Clearly define the issue or problem that needs to be addressed.

[Current condition]: Describe the situation or context that creates the need.

[Data/source]: Provide the relevant data or research supporting the need and identify the source of the data.

Merry Consortium Scenario:

» Low enrollment in Merry College CTE programs

» Primary source of enrollment is from Merry Public School District

» Concentrator data shows higher enrollment in secondary courses than at the postsecondary within 4 CTE pathways.

» DEED data shows positive growth in those pathways

» Area employers expressing need for new hires

Merry Consortium – Need + Current Condition

[need] + [current condition] + [data/source]

[Need]: There is a need to increase enrollment in CTE programs at Merry College (MC) to address declining program size and high employment demand.

[Current condition]: A primary source of CTE course enrollment at MC is Merry Public School (MPS) students. MPS concentrator course enrollment identifies students who may be interested in enrolling in CTE pathways at MC.

Merry Consortium – Data / Source

[Data/source]: Concentrator data in the Narrative 2 Table (source: PowerBi and MDE Secure Reports) shows the pathways with a higher proportion of concentrators in MPS secondary courses than at MC are:

» Construction

» Business Administrative Support

» Facility and Mobile Equipment Maintenance

» Programming and Software Development

Pathway	MPS Concentrators	MC Concentrators	Proportion of MPS to MC Concentrators
Construction	146	33	4.4:1
Business Admin. Support	87	23	3.8:1
Facility & Mobile Equip. Maint.	112	39	2.9:1
Programming & Software Dev.	93	34	2.7:1

In addition, DEED data indicates positive growth in all four pathways, and area employers on advisory committees have expressed concern about the lack of available talent.

Merry Consortium – Full Need Statement

Full Need Statement:

There is a need to increase enrollment in CTE programs at Merry College (MC) to address declining program size and high employment demand. A primary source of CTE course enrollment at MC is Merry Public School (MPS) students. MPS concentrator course enrollment identifies students who may be interested in enrolling in CTE pathways at MC. Concentrator data in the Narrative 2 Table (source: PowerBi and MDE Secure Reports) shows the pathways with a higher proportion of concentrators in MPS secondary courses than at MC are:

- » Construction
- » Business Administrative Support
- » Facility and Mobile Equipment Maintenance
- » Programming and Software Development

Pathway	MPS Concentrators	MC Concentrators	Proportion of MPS to MC Concentrators
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In addition, DEED data indicates positive growth in all four pathways, and area employers on advisory committees have expressed concern about the lack of available talent.

Strategy Statements

This Need is in Element(s):

1	2	3	4	5
☐	☐	☐	☐	☐

1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):

There is a need to increase enrollment in CTE programs at Merry College (MC) to address declining program size and high employment demand. A primary source of CTE course enrollment at MC is Merry Public School (MPS) students. MPS concentrator course enrollment identifies students who may be interested in enrolling in CTE pathways at MC. Concentrator data in the Narrative 2 Table (source: PowerBi and MDE Secure Reports) shows the pathways with a higher proportion of concentrators in MPS secondary courses than at MC are:

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In addition, DEED data indicates positive growth in all four pathways, and area employers on advisory committees have expressed concern about the lack of available talent.

2. **Strategies** to address need:

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

Writing Strategy Statements Formula

[who] + [action] + [timeframe] + [funding source]

Components:

[Who]: Identify who will be completing the action or strategy. A specific individual does not need to be named.

[Action]: Describe what will be done to complete the strategy.

[Timeframe]: Identify the approximate timeframe for when the action will be completed, such as a month or time of year (fall, spring).

[Funding source]: Indicate funding source(s) such as Perkins, no funding, or combined or braided funding.

Merry Consortium – Strategy Components

[who] + [action] + [timeframe] + [funding source]

Merry Consortium:

[Who]: Merry College program faculty

[Action]: will present to Merry Public School students in related courses

[Timeframe]: Fall 2025

[Funding source]: using Perkins funds

Merry Consortium – Strategy 1

[who] + [action] + [timeframe] + [funding source]

Strategy 1:

1. Merry College program faculty will present to Merry Public School students in related courses in Fall 2025 using Perkins funds.

Merry Consortium – Strategies 2 & 3

[who] + [action] + [timeframe] + [funding source]

Additional Strategies:

2. Career Navigator will facilitate focused discussion with Merry Public School students on their intention to continue with the postsecondary pathway and attend Merry College in Fall 2025. No funding is required.

3. Secondary and postsecondary consortium leaders will schedule program tours at Merry College for Merry Public School students in October 2025 using Perkins funding.

Merry Consortium – Alternative Strategy

[who] + [action] + [timeframe] + [funding source]

Alternative Way to Write Strategy Statement:

Merry College will implement a targeted enrollment plan by increasing marketing efforts, expanding partnerships with feeder schools, and launching a new CTE program/certificate that would appeal to more students or underserved students by Fall 2026 using Perkins funds.

Measurable Outcome Statement

NEED A:

	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐

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In addition, DEED data indicates positive growth in all four pathways, and area employers on advisory committees have expressed concern about the lack of available talent.

2. Strategies to address need:

1. Merry College program faculty will present to Merry Public School students in related courses in Fall 2025 using Perkins funds.
2. Career Navigator will facilitate focused discussion with Merry Public School students on their intention to continue with the postsecondary pathway and attend Merry College in Fall 2025.
3. Secondary and postsecondary consortium leaders will schedule program tours at Merry College for Merry Public School students in October 2025 using Perkins funds.

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

Writing Measurable Outcome Statements Formula

[action verb] + [target population] + [specific result] + [degree of change] + [timeframe]

Components:

[Action verb]: Use a measurable verb that describes the observable action that will be completed.

[Target population]: Identify the group that is the focus of the outcome.

[Specific result]: Describe the desired result.

[Degree of change]: If applicable, specify the amount of change that will be expected (e.g., from 18 participants to 35 participants, 65% satisfaction, etc.)

[Timeframe]: Identify when the action will be completed or measured, such as a specific date or fiscal year.

Merry Consortium – Measurable Outcome Components

[action verb] + [target population] + [specific result] + [degree of change] + [timeframe]

Merry Consortium:

[Action verb]: Increase

[Target population]: students

[Specific result]: enrolling in Merry College Facility and Mobile Equipment Maintenance, Construction, Programming and Software Development, and Business Administrative Support programs

[Degree of change]: by 5%

[Timeframe]: as measured by Fall 2026 enrollment

Merry Consortium – Measurable Outcome Statement

[action verb] + [target population] + [specific result] + [degree of change] + [timeframe]

Increase the number of students enrolling in Merry College Facility and Mobile Equipment Maintenance, Construction, Programming and Software Development, and Business Administrative Support programs by 5% as measured by Fall 2026 enrollment.

Tying it all Together

NEED A:	This Need is in Element(s):				
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3. **Measurable Outcomes (report results in next APR):**

Increase the number of students enrolling in Merry College Facility and Mobile Equipment Maintenance, Construction, Programming and Software Development, and Business Administrative Support programs by a total of 5% as measured by Fall 2026 enrollment.

10 Minute Break

3 Rounds of Identifying Formula Components

Formula Components

Need Statement Components:

[need] + [current condition] + [data/source]

Strategy Statement Components:

[who] + [action] + [timeframe] + [funding source]

Outcome Statement Components:

[action verb] + [target population] + [specific result] + [degree of change] + [timeframe]

Lunch

Apply Formulas to your Application

Afternoon Activity

Non-Sequitur

» When life itself seems lunatic, who knows where madness lies...Too much sanity may be madness, and maddest of all is to see life as it is and not as it should be

Bringing it Full Circle

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

Increase the number of students enrolling in Merry College Facility and Mobile Equipment Maintenance, Construction, Programming and Software Development, and Business Administrative Support programs by a total of 5% as measured by Fall 2026 enrollment.

Revising Your Examples – Apply Formulas

» Revise the 2 – 3 examples that you have selected ~ 45 minutes

- Stay at your table, find another table, or go to the cafeteria
- State staff will be moving about to assist you

» Peer-to-Peer Feedback ~ 45 minutes

- Come back to your table and take turns sharing out on your revisions
  - Describe how the revisions are informed by the formulas
  - Discuss other possible options with your tablemates
  - Copies of your original examples are provided to tablemates for context and tracking changes

» Repeat if time permits

Debrief & Discuss

» What are your key take aways?

» What do you need more information about?

» How helpful was the peer-to-peer interaction in this exercise?

» What did you learn about your strengths and weaknesses?

Reflection

Wrap up & Next Steps

Next Steps

» Schedule Individual Meetings w/State Staff (Step 3--Technical Assistance)

» Instructions for Editing Documents for FY26

» Submit Local Application by May 1, 2025

» Questions?

Thank you.

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Career and Technical Education

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