

# Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2024 – June 30, 2025 (FY25)
<b>Consortium Name:</b>	Dakota County Perkins Consortium
<b>Total Award Budget:</b>	

## Consortium Membership List

In the following table, list the college(s) and all secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Dakota County Technical College	
SSD 6 – South Saint Paul Public Schools	
ISD 192 – Farmington Area Public Schools	
ISD 195 – Randolph Public Schools	
ISD 197 – West Saint Paul-Mendota Heights-Eagan Schools	
ISD 199 – Inver Grove Heights Public Schools	
ISD 200 – Hastings Public Schools	
ISD 659 – Northfield Public Schools	
ISD 917 – Intermediate School District 917	
4082 – BlueSky Online	

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

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

## Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Health Science	Funding	Y	Y	Y	36	205
Agriculture, Food, & Natural Resources	Both	Y	Y	Y	664	76
Arts, Communications, & Information Systems	Both	Y	Y	Y	486	25
Business, Management, & Administration	S-R	Y	Y	Y	1,189	60
Engineering, Manufacturing, & Technology	Both	Y	Y	Y	781	9
Human Services	Both	N	Y	Y	1,231	10

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 **Programs of Study**?
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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Improve Secondary Math Proficiency:</b> Due to the decline in math proficiency among secondary CTE students (from 33.19% in 2021 to 24.28% in 2023), we see a need to strengthen our connections between CTE courses and other academic math courses and incorporate career-specific math skills into CTE courses, when applicable.</p> <p><b>Improve Post-Secondary CTE Course Outcomes:</b> Due to the challenge with Postsecondary CTE students in completion and persistence in needed classes. DCTC focuses dollars on assisting students with tutors in classes that are required for program completion.</p>					
2. <b>Strategies to address need:</b>					
<p>Implement best practices in personal finance and financial literacy in required personal finance courses taught by CTE Business teachers; engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific math standards and real-world problem-solving in the CTE curriculum; provide opportunities for independent work, team work, and cross-department collaboration to integrate math and CTE; provide allied health, writing, math, and general tutors for DCTC students</p> <p>While DCTC is lowering the amount of dollars spent on tutors each year, this remains a high priority in assisting the students in attaining their positive programmatic completion.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>Improved math proficiency for secondary CTE students to 25.28% by 6/30/25 (5% increase from 2023's 24.28% proficiency percentage)</p> <p>80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE &amp; math by 6/30/25</p> <p>Continuous positive grade and completion outcomes of students in CTE programs at DCTC.</p>					

NEED B:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Improve Secondary Reading Proficiency:</b> Due to the decline in reading proficiency among CTE students (from 54.05% in 2021 to 45.98% in 2023), we see a need to strengthen our connections between CTE courses and English Language Arts courses and incorporate technical reading skills into CTE courses, when applicable.</p>					
2. <b>Strategies to address need:</b>					

Engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific reading standards and real-world writing and oral communications in the CTE curriculum; provide opportunities for independent work, team work, and cross-department collaboration to integrate literacy and CTE

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

Improved reading proficiency for secondary CTE students to 50.98% by 6/30/25 (5% increase from 2023's 45.98% proficiency percentage)  
 80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE & literacy by 6/30/25

NEED C:	This Need is in Element(s):				
<p><b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b></p>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Size - Increase Number of Secondary CTE Participants:</b> Due to the declining number of CTE participants at the secondary level (from 4,730 in 2021 to 4,498 in 2023), we see a need to increase the number of CTE participants across our districts by strengthening our programs of study, introducing the concept of CTE and available secondary programs to students at the middle school level, and strengthening our coordination and communications within districts about how CTE fits into students' academic programs.</p>					
<p><b>2. Strategies to address need:</b></p>					
<p>Increase and strengthen career exploration activities for middle school students and 9<sup>th</sup> and 10<sup>th</sup> graders; create a CTE fair for middle schoolers to introduce them to secondary CTE opportunities and beyond; redesign high school career and college fair to increase focus on career pathways and foundational employability skills; increase and improve communications to high school communities about CTE opportunities and benefits; ensure students have access to industry-standard equipment, materials, and experiences</p>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					
<p>Increased number of secondary CTE participants to 4,722 by 6/30/25 (5% increase from 2023's 4,498 participants)</p>					

NEED D:	This Need is in Element(s):				
<p><b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b></p>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Size - Increase Number of Secondary CTE Concentrators:</b> Due to the declining number of CTE concentrators at the secondary level (from 2,031 in 2021 to 1,957 in 2023), we see a need to increase the number of CTE concentrators across our districts by strengthening our programs of study, introducing the concept of CTE and available secondary programs to students at the middle school level, strengthening the scope and sequence of our courses within programs of study, and strengthening our coordination and communications within districts about how CTE fits into students' academic programs</p>					
<p><b>2. Strategies to address need:</b></p>					

Redesign of programs of study to establish well-defined pathways within career fields and clusters; work with secondary administrators to support master scheduling that increases access for students to multiple CTE pathway courses; professional development for CTE staff to differentiate courses, scaffold skills, understand and effectively implement the MDE CTE frameworks and local standards, align secondary learning and assessment activities with postsecondary coursework and industry-standard certifications, provide culturally relevant and responsive instruction, create a sense of belonging for all students, support improved academic achievement in reading and math, and support the development of relationships to support students on a pathway to postsecondary and/or careers; ensure students have access to industry-standard equipment, materials, and experiences

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

Increased number of secondary CTE concentrators to 2,055 by 6/30/25 (5% increase from 2023's 1,957 concentrators)

<b>NEED E:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Scope - Increase Alignment of Programs of Study with Local Needs and Industry:</b> The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to hire a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.</p> <p><b>Input from advisor council also included Postsecondary:</b> upgrading their equipment to meet industry standards. DCTC is reviewing and upgrading the equipment in the areas of study in healthcare.</p>					
<b>2. Strategies to address need:</b>					
<p>Hire a 0.5 FTE CTE Connections Liaison to bridge CTE programs and students with outside industries to strengthen understanding, relationships, opportunities, and experiences for students, staff, and community; strengthen Advisory Committee governance and structures; increase numbers, types, and alignment of student field trips to local businesses, speakers from local industries, and connections with local industries and governmental agencies; ensure students have access to industry-standard equipment, materials, and experiences</p> <p>DCTC will review its equipment and purchase appropriate items to keep the programs consistent with industry needs.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>Hire a 0.5 FTE CTE Connections Liaison by 9/1/24            Ensure at least one industry field trip per CTE program per Consortium high school by 6/30/25            Ensure at least one industry speaker per CTE program per Consortium high school by 6/30/25            Increase size and membership diversity of CTE Advisory Committees by 6/30/25            Appropriate equipment purchases at DCTC</p>					

<b>NEED F:</b>	<b>This Need is in Element(s):</b>
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<b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	1	2	3	4	5
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Quality - Increase Number of Post-Secondary Credentials Earned By Secondary Students:</b> We see a need to increase our secondary offerings of industry-standard certifications that will allow students to enter the workforce earning higher wages by collaborating more closely with postsecondary and industry partners to develop a scope and sequence of certifications in each program of study.					
<b>2. Strategies to address need:</b>					
Part of the work of the CTE Connections Liaison will be to systematically research and survey local industries regarding the necessary credentials for origin occupations, gateway occupations, and target occupations to bring the information back to the Consortium to continue strengthening alignment and trajectory of certifications from beginner to advanced secondary courses and beginner to advanced postsecondary courses DCTC will offer to pay for buses from the high schools to campus to increase student's awareness of and the benefits from gaining credentials.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
By 12/31/24, establish a data tracking system to accurately measure the types and numbers of post-secondary credentials earned by secondary CTE students in order to increase the number and/or percentage of post-secondary credentials earned by secondary students between fall 2024 and spring 2025 semesters High school students will be bused to DCTC for a variety of experiences.					

<b>NEED G:</b>	<b>This Need is in Element(s):</b>				
<b>4. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Increase Number of Entry and Exit Points for Students Within Programs of Study:</b> As our Consortium works toward five-year program approval at the secondary level, we see a need to provide increased career exploration opportunities in middle school and early high school so students can enter secondary CTE programs with diverse postsecondary and/or career pathway options.					
<b>5. Strategies to address need:</b>					
To increase the number of entry and exit points within programs of study, we will communicate more intentionally with high school counselors to increase access for students to CTE programs, work more closely across secondary and postsecondary organizations to clarify potential pathways for students, and partner with local industries to better understand and communicate opportunities to students and families. As we continuously improve our approved programs, we must also strengthen our communications with middle schools and middle school/early high school students so they understand the CTE opportunities available to them in high school as well as the diverse postsecondary and career pathways to which they may lead. We will do this by establishing a middle school/early high school CTE fair for Consortium districts, increasing communications with middle school administrators and counselors, and direct outreach to middle school families; ensure students have access to scaffolded industry-standard equipment, materials, and experiences					
<b>6. Measurable Outcomes (report results in next APR):</b>					
Establish and implement middle school/early high school CTE fair by 6/30/25 Redesign and implement high school CTE career & college fair by 6/30/25 Clarify entry and exit points for students within programs of study in course registration guides by 1/31/25					

7. Provide additional narrative to address the following:

- a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.

**Since 2024 is a program approval year for the Dakota County Perkins Consortium, each district has worked closely with the Consortium and interested parties in and beyond their district to establish five-year plans that align with current local strengths and needs. This has led to the continuation of some programs, the reintroduction of others, and, in many cases, a reimagining of programs to align with the MDE CTE Frameworks and local CTE standards. As of 2024, the Dakota County Perkins Consortium will offer programs in four career fields: 1) Agriculture, Food, & Natural Resources, 2) Business, Management & Administration, 3) Engineering, Manufacturing, & Technology, and 4) Human Services. Within these fields, we will offer multiple pathways and work-based learning opportunities. As we continue to work on our program approvals, we are focusing on clarifying pathways to increase the number of CTE concentrators while also ensuring diversity of programming for students.**

**SSD 6 is establishing a Health Science program to join their Human Services Culinary and Child Development programs, Business programs, and Work-Based Learning Programs.**

**ISD 192 is strengthening its Agriculture, Food, and Natural Resources programs, particularly its Natural Resource Systems pathway, and maintaining its existing programs in Business, Management, & Administration; Human Services; Engineering, Manufacturing, & Technology; Arts, Communications, & Information Systems; and Work-Based Learning.**

**ISD 195 is strengthening its Agriculture, Food, and Natural Resources programs, particularly its Natural Resource Systems pathway, and maintaining its existing programs in Business, Management, & Administration; Human Services; and Arts, Communications, & Information Systems.**

**ISD 197 is strengthening its programs in Business, Management, & Administration; Human Services; Engineering, Manufacturing, & Technology; Arts, Communications, & Information Systems; and Work-Based Learning.**

**ISD 199 is strengthening its programs in Business, Management, & Administration; Engineering, Manufacturing, & Technology; and Work-Based Learning.**

**ISD 200 is strengthening its programs in Agriculture, Food, and Natural Resources; Engineering, Manufacturing, & Technology; Arts, Communications, & Information Systems; Business, Management, & Administration; and Human Services.**

**ISD 659 recently had their Agriculture, Food, and Natural Resources and Engineering, Manufacturing, & Technology (Transportation) programs approved, so they are focusing on**

**ensuring the sustainability of those programs while also strengthening their Business, Management, & Administration, Human Services, and Work-Based Learning programs.**

**ISD 917 is sunsetting their Health Services and Service Occupations (Fundamental Chef) programs while strengthening their Engineering, Manufacturing, & Technology, Work-Based Learning, and Arts, Communications, and Information Systems programs**

**4082 is strengthening its Business, Management, and Administration programs.**

**Removed table here**

- b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

**CTE course offerings are available in Consortium high schools' registration guides, but we recognize a need to increase our communications about CTE opportunities. For this reason, we plan to establish a middle school/early high school CTE fair and work more closely with middle school and high school administrators and counselors to improve communications with students and families about secondary and postsecondary CTE opportunities. Prior to registration, ISD 200 will have all students visit CTE classrooms and watch promotional videos they have created that describe their CTE classes and course activities. SSD 6 will be adding a student led course fair that emphasizes CTE and elective courses. Every other year, ISD 197 holds a college and career fair for 7<sup>th</sup> and 8<sup>th</sup> graders, and, every year, they will have 8<sup>th</sup> graders visit the high school to tour the building, learn about each high school department, and meet teachers and staff. BlueSky Online created professional videos to highlight their CTE courses, and they holds a virtual session to help students learn about available courses. ISD 192 holds a course fair during registration during which each department creates a booth for students and staff to communicate with students and show them some of the activities they would participate in during classes, and, during the summer, their CTE student leadership organizations participate in a similar activity. ISD 917 promotes course offerings and scheduling to member districts, and member district counselors share the information with students and families.**

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.  
[Review the Minnesota Perkins V Operational Guide for more information.](#)

## 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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Scope - Increase Alignment of Programs of Study with Local Needs and Industry:</b> The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to hire a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.</p>					
2. <b>Strategies to address need:</b>					
<p>Strengthen connections with the Dakota-Scott Workforce Development Board and Youth Workforce Committee to help school districts and the Consortium better understand the regional economy, skills gaps, future employment forecasts, their own career skills and interests, etc. while educating the board and committee about the strengths, needs, outcomes, etc. of secondary and postsecondary CTE students and programs. Ensure students have access to industry-standard equipment, materials, and experiences.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>Each Consortium district will use Traitify (tool provided by Dakota-Scott Workforce Development Board and Youth Workforce Committee) with at least 80% of CTE students to support student career development by 6/30/25 The Dakota County Perkins Consortium provides at least two updates per year to the Dakota-Scott Workforce Development Board and Youth Workforce Committee</p>					

1. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
  - a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

**The Dakota-Scott Youth Workforce Committee, which includes three members of the Dakota County Perkins Consortium, has invested in Traitify, a “visual personality assessment tool that**

recommends careers, jobs, and education based on personality and preference data.” The license includes tools for students (Self-Discovery Guide, Career Exploration: Profiling One Career, and Career Exploration: Talking It Over) and counselors. Our Consortium will work with districts to incorporate Traitify tools into an organized system for career guidance and academic counseling. Both ISD 200 and SSD 6 also utilize Xello for career surveys and interest studies. As a Consortium, we will continue conversations with the Dakota-Scott County Youth Workforce Committee about collaborating to combine efforts to strengthen and innovate our CTE Career & College Fair which allows students to explore different CTE careers, make personal connections with industry professionals, and practice employability skills. We will also put funds toward student transportation to St. Paul’s Career Connect event and other career fairs in the Dakota County area.

- b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.

The Dakota-Scott Youth Workforce Committee does an excellent job of collaborating with DEED and other organizations to analyze and share local and statewide workforce data, as well as current and proposed initiatives to address workforce gaps. Our Consortium will more purposefully connect with the local industries represented on the Dakota-Scott Workforce Development Board and Dakota-Scott Youth Workforce Committee to identify speakers, field trips, and job shadowing opportunities to help students understand and access high-skill, high-wage, and/or in-demand careers.

- c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

Career Seminar students at ISD 199 and 200 are able to access their Pre-Employment Transition Services (Pre-ETS) representative and Vocational Rehabilitation Services representatives on a regular basis in their school buildings. They track the offering of services in accordance with the Olmstead Act. Teachers collaborate with case managers to ensure students who are eligible for transition programming after completion of 12<sup>th</sup> grade to provide program tours.

## 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.

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$600
<b>3.</b>	<b>Postsecondary Subtotal</b>	<b>\$600</b>
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	\$500
<b>6.</b>	<b>Secondary Subtotal</b>	<b>\$500</b>
<b>7.</b>	<b>TOTAL</b>	<b>0</b>

## Narrative 4: Integrated Academic and Technical Skills

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 **Integrated Academic and Technical Skills**?
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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Improve Secondary Math Proficiency:</b> Due to the decline in math proficiency among secondary CTE students (from 33.19% in 2021 to 24.28% in 2023), we see a need to strengthen our connections between CTE courses and other academic math courses and incorporate career-specific math skills into CTE courses, when applicable. DCTC sees a need to provide tutors to assist students in classes that are required for program completion.</p> <p><b>Improve Post-Secondary CTE Course Outcomes:</b> Due to the challenge with Postsecondary CTE students in completion and persistence in needed classes. DCTC focuses dollars on assisting students with tutors in classes that are required for program completion.</p>					
2. <b>Strategies to address need:</b>					
<p>Implement best practices in personal finance and financial literacy in required personal finance courses taught by CTE Business teachers; engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific math standards and real-world problem-solving in the CTE curriculum; provide opportunities for independent work, team work, and cross-department collaboration to integrate math and CTE;</p> <p>DCTC will provide math tutors for DCTC students. In AY23, DCTC reviewed the use of tutors and made a plan on how to move forward with funding. Post-secondary leadership worked with the VP of Student Affairs to create a plan to move positions from Perkins to Gen Funds over three years.</p> <p>DCTC also uses funding for Technical Skills Assessments. Areas of testing are based on student enrollment and need for a given year</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>Improved math proficiency for secondary CTE students to 25.28% by 6/30/25 (5% increase from 2023’s 24.28% proficiency percentage)</p> <p>80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE &amp; math by 6/30/25</p> <p>DCTC will see continued positive outcomes of student success and completion.</p>					

NEED B:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**Improve Secondary Reading Proficiency:** Due to the decline in reading proficiency among CTE students (from 54.05% in 2021 to 45.98% in 2023), we see a need to strengthen our connections between CTE courses and English Language Arts courses and incorporate technical reading skills into CTE courses, when applicable.

**2. Strategies to address need:**

Engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific reading standards and real-world writing and oral communications in the CTE curriculum; provide opportunities for independent work, team work, and cross-department collaboration to integrate literacy and CTE

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

Improved reading proficiency for secondary CTE students to 50.98% by 6/30/25 (5% increase from 2023's 45.98% proficiency percentage)  
 80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE & literacy by 6/30/25

NEED C:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Size - Increase Number of Secondary CTE Participants:</b> Due to the declining number of CTE participants at the secondary level (from 4,730 in 2021 to 4,498 in 2023), we see a need to increase the number of CTE participants across our districts by strengthening our programs of study, introducing the concept of CTE and available secondary programs to students at the middle school level, and strengthening our coordination and communications within districts about how CTE fits into students' academic programs.</p>					
<p><b>2. Strategies to address need:</b></p>					
<p>Increase and strengthen career exploration activities for middle school students and 9<sup>th</sup> and 10<sup>th</sup> graders; create a CTE fair for middle schoolers to introduce them to secondary CTE opportunities and beyond; redesign high school career and college fair to increase focus on career pathways and foundational employability skills; increase and improve communications to high school communities about CTE opportunities and benefits; ensure students have access to industry-standard equipment, materials, and experiences</p>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					
<p>Increased number of secondary CTE participants to 4,722 by 6/30/25 (5% increase from 2023's 4,498 participants)</p>					

NEED D:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**Quality - Increase Number of Post-Secondary Credentials Earned By Secondary Students:** We see a need to increase our secondary offerings of industry-standard certifications that will allow students to enter the workforce earning higher wages by collaborating more closely with postsecondary and industry partners to develop a scope and sequence of certifications in each program of study. **We also see a need to track these data more closely across the consortium.**

**2. Strategies to address need:**

Part of the work of the CTE Connections Liaison will be to systematically research and survey local industries regarding the necessary credentials for origin occupations, gateway occupations, and target occupations to bring the information back to the Consortium to continue strengthening alignment and trajectory of certifications from beginner to advanced secondary courses and beginner to advanced postsecondary courses. Ensure students have access to industry-standard equipment, materials, and experiences

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

**By 12/31/24, establish a data tracking system to accurately measure the types and numbers of post-secondary credentials earned by secondary CTE students in order to increase the number and/or percentage of post-secondary credentials earned by secondary students between fall 2024 and spring 2025 semesters**

4. Provide additional narrative to address the following:
- a. How will your consortium improve both the academic and technical skills of students in CTE programs?
    - By strengthening the academic and career and technical components of such programs

**Our Consortium secondary and postsecondary instructors and students will work collaboratively with industry representatives to continue strengthening our CTE programs to better understand and prepare students to meet the entry-level requirements of postsecondary education and career field occupations. CTE teachers will have opportunities to participate in professional development and training sessions to learn new technical skills and content so they can provide students with instruction designed to help them meet industry standards. Throughout our Consortium, our secondary schools are considering and enhancing academic pathways for students to prepare them more effectively for postsecondary options based on their understanding of their own personalities, career interests, and life goals.**

- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

**Our Consortium secondary district teachers and administrators, including curriculum and/or teaching and learning specialists and/or teams, will individually and collaboratively analyze the MDE CTE frameworks and national and local CTE standards to strengthen integration of foundational academic skills into CTE and vice versa. By working toward incorporating CTE programs into existing curriculum review processes in each district, we hope to engage a broader audience in conversations about the role of CTE in individual and overall student learning plans.**

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

**Based on our survey of interested parties and conversations with Consortium district and site leaders, we plan to work toward:**

- **Educating multiple interested parties within school communities about CTE opportunities and benefits**
- **Leveraging opportunities to integrate CTE and other academic knowledge, skills, and experiences;**
- **Leveraging opportunities to provide dual credit (i.e. – CTE credit equivalency, concurrent enrollment, etc.) and strengthen secondary CTE pathways so secondary students use their time effectively and efficiently**
- **Increase mentorship and outside-of-school experiences**

## Narrative 5: Special Populations

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 **Special Populations**?
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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p><b>Address Gender Imbalances in Secondary CTE Programs:</b> Due to the gender imbalances we see across our Consortium in terms of concentrators (while 47% of our CTE participants are female, only 39% of our concentrators are female) and in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance. Female students are overrepresented in Human Services (75%) and Health Sciences (86%) and underrepresented in Business, Management, &amp; Administration (36%), Engineering, Manufacturing, &amp; Technology (7%), Agriculture, Food, and Natural Resources (33%), and Arts, Communications, &amp; Information Systems (17%).</p>					
2. <b>Strategies to address need:</b>					
<p>Part of the work of the CTE Connections Liaison will be to reach out to local and statewide businesses and organizations led by or advocating for underrepresented gender groups in CTE, then collaborate with Consortium districts to set up field trips, speakers, and/or job shadowing opportunities. We will also engage CTE teachers in analysis of student demographics and professional development on bias and cultural responsiveness and relevance, as well as creating a sense of belonging and supporting the academic and professional growth of individuals from diverse student populations.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>Improve gender balances in at least three CTE career fields to be closer to 50% male/50% female across the Consortium by 6/30/25</p>					

NEED B:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p><b>Increase Racial/Ethnic Diversity in Both Secondary &amp; Postsecondary CTE Programs:</b> Due to the racial/ethnic imbalances we see across our Consortium in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance to make progress toward our CTE program participant percentages approximating demographic percentages Consortium-wide and within district. While four of our consortium districts have racially diverse student populations (White students make up less than 50% of the student population), in our five largest programs (Human Services; Business, Management, &amp; Administration; Engineering, Manufacturing, &amp; Technology; Agriculture, Food, &amp; Natural Resources; and Arts,</p>					

Communications, & Information Systems) White students make up the majority of participants (63% to 85%).

DCTC proposes to use funds to promote the college and programs to underrepresented and non-traditional students. These targeted areas align with DCTC’s Strategic Plan and Enrollment Management goals. The funds would be used to develop digital and print advertising as well as postcards to identified groups.

**2. Strategies to address need:**

Part of the work of the CTE Connections Liaison will be to reach out to local and statewide businesses and organizations led by or advocating for underrepresented racial/ethnic groups in CTE, then collaborate with Consortium districts to set up field trips, speakers, and/or job shadowing opportunities. We will also engage CTE teachers in analysis of student demographics and professional development on bias and cultural responsiveness and relevance, as well as creating a sense of belonging and supporting the academic and professional growth of individuals from diverse student populations.

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

Racial/ethnic balances in at least 50% of CTE programs in each Consortium district closely approximate racial/ethnic balances within their district

Continued growth of underrepresented and nontraditional populations in DCTC’s programs.

NEED C:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p><b>Increase Socioeconomic Diversity in Secondary CTE Programs:</b> Due to the socioeconomic imbalances we see across our Consortium in many of our CTE programs, we see a need to examine and remove or decrease economic barriers to participating in CTE programs (including transportation), increase understanding about how CTE programs can support financial well-being, increase communications about CTE education and work opportunities, and engage CTE staff in professional development around bias and cultural responsiveness and relevance. While our district-wide free-reduced price lunch percentages range from 20% to 57% across our nine Consortium districts, our five largest CTE programs (Human Services; Business, Management, &amp; Administration; Engineering, Manufacturing, &amp; Technology; Agriculture, Food, &amp; Natural Resources; and Arts, Communications, &amp; Information Systems) range between 20% and 35%.</p>					
<p><b>2. Strategies to address need:</b></p>					
<p>To address the barrier of transportation, we will put more funding into student busing for field trips for secondary students to engage in out-of-school experiences in industry settings with industry representatives. We will also focus on bringing speakers in in-person and/or virtually to connect students with themselves and their industry. In our survey of interested parties, we saw a lack of attention to “financial well-being” in CTE secondary and postsecondary programs, and we believe increased attention to the short-term and long-term benefits of CTE certifications, postsecondary training, work opportunities, and career pathways will help increase socioeconomic diversity in our CTE programs.</p>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					
<p>Socioeconomic balances in at least 50% of CTE programs in each Consortium district closely approximate racial/ethnic balances within their district</p>					

NEED D:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Improve Post-Secondary CTE Course Outcomes for Special Population Students:</b> Due to the challenge with Postsecondary Special Population CTE students in completion and persistence in needed classes. DCTC focuses dollars on assisting students with tutors in classes that are required for program completion.</p>					
2. <b>Strategies to address need:</b>					
<p>DCTC will provide tutors for DCTC Special Populations CTE students. In AY23, DCTC reviewed the use of tutors and made a plan on how to move forward with funding. Post-secondary leadership worked with the VP of Student Affairs to create a plan to move positions from Perkins to Gen Funds over three years.</p> <p>DCTC also uses funding for Technical Skills Assessments. Areas of testing are based on student enrollment and need for a given year</p>					
3. <b>Measurable Outcomes</b> (report results in next APR):					
<p>DCTC will see continued positive outcomes of student success and completion for Special Population Students.</p>					

4. Provide additional narrative to address the following:

- a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

**The CTE Connections Liaison will play a large role in increasing success for special populations within CTE, and our work with Consortium district administrators, middle and high school counselors, local industries, and district communities to seek and develop opportunities for students to explore and consider careers in middle and early high school will help address issues of access.**

- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

**By more closely aligning our CTE programs and courses to the scope and sequence outlined in the MDE CTE Frameworks and local standards, incorporating explicit instruction about financial well-being and how to achieve it within different CTE pathways, increasing access to outside-of-school experiences with industry, and improved communication and collaboration between and among secondary schools, post-secondary schools, families, and local industries, we can better support self-sufficient adults.**

- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

**The hiring of a CTE Connections Liaison and the development of a middle school/early high school career and college fair are new initiatives this year to better prepare CTE participants for non-traditional fields.**

- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

**By providing professional development for CTE, improving our work with middle school and high school counselors, communicating and collaborating with the broader school communities within our Consortium districts, and analyzing and acting on our student demographic data, we will ensure members of special populations will not be discriminated against and have equal access to CTE.**

## Narrative 6: Work-Based Learning

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 **Work-based Learning**?
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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Scope - Increase Alignment of Programs of Study with Local Needs and Industry:</b> The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to hire a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.</p>					
<p><b>2. Strategies to address need:</b></p>					
<p>To increase, diversify, and better align our work-based learning opportunities with CTE pathways, our CTE Connections Liaison will develop connections with local industries and work with Work-Based Learning instructors and students to find appropriate WBL locations. We will also allocate funds for additional staff members to participate in Work-Based Learning professional development to increase capacity and the number of teachers available to support secondary students through WBL experiences.</p>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					
<p>Increased number of available Work-Based Learning employers by 6/30/25            Increased diversity of available Work-Based Learning employers by 6/30/25            Increased number of endorsed Work-Based Learning teachers by 6/30/25</p>					

1. Provide additional narrative to address the following:
  - a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

**At the secondary level, we have Work-Based Learning programs in seven of our nine Consortium districts. Five of these districts have both diversified and ACTE-Special Education programs, and two have only diversified programs.**

- b. 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.

**Our CTE Connections Liaison will make direct connections with local industries throughout Dakota County to share the work we are doing within our Consortium to support students to enter high-wage, high-skill, in-demand careers, assess if the business is a good match for Work-Based Learning, and work with secondary and postsecondary staff to appropriately place and/or support students. We will also invite local employers to our CTE Career & College Fairs so they can directly connect with students.**

- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

**Funds will be used for the CTE Connections Liaison, to support professional development for teachers who are seeking Work-Based Learning endorsements, and for collaboration with the Dakota-Scott County Youth Workforce Committee to connect students and employers.**

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

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 **Early Postsecondary Credit Opportunities**?
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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Increase Number of Post-Secondary Credits Earned By Secondary Students:</b> Due to a decreased number of post-secondary credits earned by secondary students since 2021, we see a need for increased collaboration between secondary and postsecondary instructors and leadership to support more secondary students to earn more college credits during high school CTE programs through concurrent enrollment and/or contract courses. DCTC has implemented Welding, Medical Assistant, and Construction Management courses at various high schools, and they would like to expand these and other offerings to more Dakota County Perkins Consortium districts.</p> <p style="background-color: #90ee90;"><b>This is a joint Secondary and Postsecondary effort.</b></p>					
2. <b>Strategies to address need:</b>					
<p>We will work with our district human resources departments to better understand the requirements for CTE concurrent enrollment teachers so they can recruit more effectively for teachers with the appropriate licensure and graduate credits. We will improve our communications with students, families, and counselors about available concurrent enrollment opportunities and the benefits of earning high school and college credits in one course. We will collaborate more effectively across our secondary and postsecondary institutions to establish more opportunities for secondary students to participate in postsecondary courses while in high school.</p> <p style="background-color: #90ee90;">DCTC will support outreach and recruitment efforts by using staff salaries to promote and increase secondary participation in Early College.</p> <p style="background-color: #90ee90;">This also includes providing college mentors for secondary instructors.</p> <p style="background-color: #90ee90;">And an increase in Marketing efforts to secondary districts.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p style="background-color: #ffff00;">By 12/31/24, establish a data tracking system to accurately measure the types and numbers of post-secondary credentials earned by secondary CTE students in order to increase the number and/or percentage of post-secondary credentials earned by secondary students between fall 2024 and spring 2025 semesters</p> <p style="background-color: #90ee90;">See an increase in secondary participation in early college programs</p>					

1. Provide additional narrative to address the following:
  - a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

ISD 199 and SSD 6 offer concurrent enrollment Business courses with Inver Hills Community College. ISD 197 offers CIS Exploring Teaching Profession (two courses) through University of Minnesota, College Success Strategies in their AVID program through Inver Hills Community College, and Job Search Skills through their WBL program through DCTC. ISD 192 offers Intro to Computer Systems through the University of Minnesota. ISD 200 offers concurrent enrollment Business, FCS, and Metals courses with Chippewa Valley Technical College.

DCTC continues to support the Director and Coordinator of K12 as these positions work on Perkins, Concurrent Enrollment and PSEO by Contract classes. Funds will also support the required annual Concurrent Enrollment professional development day. Professional development opportunities are provided for the high school teachers to keep updated on college courses as well as to participate in the intellectual and collegial community of the college. The workshops function as faculty meetings for CE courses. Faculty work with the high school teacher to prepare the content, pedagogy, assessment and syllabus for the college course they will be teaching. The professional development opportunity also provides the teachers with processes, policies and updates relevant to teaching for the college.

## Narrative 8: Support to Professionals

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.

1234

1. Of the consortium’s prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Improve Secondary Math Proficiency:</b> Due to the decline in math proficiency among secondary CTE students (from 33.19% in 2021 to 24.28% in 2023), we see a need to strengthen our connections between CTE courses and other academic math courses and incorporate career-specific math skills into CTE courses, when applicable.</p>					
<p><b>2. Strategies to address need:</b></p> <p>Implement best practices in personal finance and financial literacy in required personal finance courses taught by CTE Business teachers; engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific math standards and real-world problem-solving in the CTE curriculum; provide opportunities for independent work, team work, and cross-department collaboration to integrate math and CTE</p>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p> <p>Improved math proficiency for secondary CTE students to 25.28% by 6/30/25 (5% increase from 2023’s 24.28% proficiency percentage)              80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE &amp; math by 6/30/25</p>					

NEED B:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Improve Secondary Reading Proficiency:</b> Due to the decline in reading proficiency among CTE students (from 54.05% in 2021 to 45.98% in 2023), we see a need to strengthen our connections between CTE courses and English Language Arts courses and incorporate technical reading skills into CTE courses, when applicable.</p>					
<p><b>2. Strategies to address need:</b></p>					

Engage CTE staff in professional development around incorporating foundational, grade-level, and industry-specific reading standards and real-world writing and oral communications in the CTE curriculum; provide opportunities for independent work, team work, and cross-department collaboration to integrate literacy and CTE

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

Improved reading proficiency for secondary CTE students to 50.98% by 6/30/25 (5% increase from 2023's 45.98% proficiency percentage)  
 80% of Secondary CTE staff participation in a minimum of two professional development sessions to integrate CTE & literacy by 6/30/25

NEED C:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Increase Number and Percentage of Secondary CTE Staff With Concurrent Enrollment Credentials:</b> Due to the small number and percentage of secondary CTE instructors who have concurrent enrollment credentials, we see a need to collaborate within and across secondary and postsecondary schools to recruit, provide professional development opportunities, seek funding, and communicate opportunities to prospective and current CTE staff regarding Pathway to 18 and/or other pathways to concurrent enrollment credentialing. <b>We also see a need to track these data more closely across the consortium.</b></p>					
<b>2. Strategies to address need:</b>					
<p>We will work closely with postsecondary partners, human resources staff, local industries, and current and prospective CTE faculty to understand and develop plans to meet the requirements for teaching concurrent enrollment courses.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>By 9/1/24, determine which 2024-2025 CTE teachers meet the requirements to teach concurrent enrollment courses, then increase that number by 5% by 6/30/25</p>					

NEED :D	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Improve Training of CTE Professionals:</b> As we enter the first year of our program approvals and teachers implement local CTE standards, we see a need for continued training to understand and effectively implement the new standards, align secondary learning and assessment activities with postsecondary coursework and industry-standard certifications, provide culturally relevant and responsive instruction, create a sense of belonging for all students, support improved academic achievement in reading and math, and support the development of relationships to support students on a pathway to postsecondary and/or careers.</p>					

**Training of CTE Postsecondary Faculty and Administrators:** There is a need to continue to educate postsecondary staff on the nuances of both Perkins V and the requirements of our early college programs including concurrent enrollment, PSEO, and articulated agreements.

**2. Strategies to address need:**

To support teachers within career fields, pathways, and courses, we will bring teachers from across the Consortium together with postsecondary instructors and/or staff, industry partners, and/or CTE professionals to develop continuous improvement plans and strategies to better align secondary, postsecondary, and industry knowledge, skills, equipment use, etc. At the secondary level, we will also work to integrate CTE more seamlessly into high school schedules, curricula, and programs so foundational literacy, math, and employability skills are developed and built on across all CTE and non-CTE subject areas.

Postsecondary staff training including the NACEP conference and possibly ACTE's Vision conference.

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

Provide at least one targeted professional development opportunity for all CTE teachers in the Consortium  
Provide at least one collaborative professional development opportunity for secondary, post-secondary, and industry professionals in each career field.

There will be an increase in secondary students participation in early college programs.

4. Provide additional narrative to address the following:
  - a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

**An ongoing challenge of recruiting CTE teachers directly from industry is the large pay gap between the education profession and most other professions. At the same time, we recognize the benefits to students, staff, communities, and industries to have experienced professionals in secondary and postsecondary classrooms, as well as the training necessary to support industry professionals to transition into the field of education. To address these issues, our Consortium, including our CTE Connections Liaison and Perkins Coordinators, will lead conversations with industries to explore and establish pathways between industry and education, particularly with individuals from underrepresented groups in education. We will also, during our CTE Career and College Fairs, design opportunities for secondary students to consider CTE teaching as a future career.**

- b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

**We will work closely with postsecondary partners, human resources staff, local industries, and current and prospective CTE faculty to understand and develop plans to recruit, train, and retain staff to meet the requirements for teaching CTE and CTE concurrent enrollment courses. We will also support professional development within and across Consortium**

**districts and DCTC to support continuous learning and ensure licensing requirements are met. We will leverage resources throughout the state, including those offered by Lakes Country Co-Op to support work-based learning endorsements and licensure via portfolio review process.**

Post-Secondary – Focus areas for professional development at DCTC will be state CTE and national CTE conferences, program related conference and training as well as the required attendance at meetings and trainings.

DCTC will pay for the maintenance of the articulated site for FY25, however, DCTC does not want to have updated or new agreements as the college will step out of the articulated process when the current agreements have concluded.

## Narrative 9: Performance Gaps

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 **Performance Gaps**?
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):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p><b>Address Gender Imbalances in Secondary CTE Programs:</b> Due to the gender imbalances we see across our Consortium in terms of concentrators (while 47% of our CTE participants are female, only 39% of our concentrators are female) and in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance. Female students are overrepresented in Human Services (75%) and Health Sciences (86%) and underrepresented in Business, Management, &amp; Administration (36%), Engineering, Manufacturing, &amp; Technology (7%), Agriculture, Food, and Natural Resources (33%), and Arts, Communications, &amp; Information Systems (17%).</p>					
5. Strategies to address need:					
<p>Part of the work of the CTE Connections Liaison will be to reach out to local and statewide businesses and organizations led by or advocating for underrepresented gender groups in CTE, then collaborate with Consortium districts to set up field trips, speakers, and/or job shadowing opportunities. We will also engage CTE teachers in analysis of student demographics and professional development on bias and cultural responsiveness and relevance, as well as creating a sense of belonging and supporting the academic and professional growth of individuals from diverse student populations.</p>					
6. Measurable Outcomes (report results in next APR):					
<p>Improve gender balances in at least three CTE career fields to be closer to 50% male/50% female across the Consortium by 6/30/25</p>					

NEED B:	This Need is in Element(s):				

<b>4. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p><b>Increase Racial/Ethnic Diversity in Secondary CTE Programs:</b> Due to the racial/ethnic imbalances we see across our Consortium in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance to make progress toward our CTE program participant percentages approximating demographic percentages Consortium-wide and within district. While four of our consortium districts have racially diverse student populations (White students make up less than 50% of the student population), in our five largest programs (Human Services; Business, Management, &amp; Administration; Engineering, Manufacturing, &amp; Technology; Agriculture, Food, &amp; Natural Resources; and Arts, Communications, &amp; Information Systems) White students make up the majority of participants (63% to 85%).</p>					
<b>5. Strategies to address need:</b>					
<p>Part of the work of the CTE Connections Liaison will be to reach out to local and statewide businesses and organizations led by or advocating for underrepresented racial/ethnic groups in CTE, then collaborate with Consortium districts to set up field trips, speakers, and/or job shadowing opportunities. We will also engage CTE teachers in analysis of student demographics and professional development on bias and cultural responsiveness and relevance, as well as creating a sense of belonging and supporting the academic and professional growth of individuals from diverse student populations.</p>					
<b>6. Measurable Outcomes (report results in next APR):</b>					
<p>Racial/ethnic balances in at least 50% of CTE programs in each Consortium district closely approximate racial/ethnic balances within their district</p>					

<b>NEED C:</b>	<b>This Need is in Element(s):</b>				
<b>5. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p><b>Increase Socioeconomic Diversity in Secondary CTE Programs:</b> Due to the socioeconomic imbalances we see across our Consortium in many of our CTE programs, we see a need to examine and remove or decrease economic barriers to participating in CTE programs (including transportation), increase understanding about how CTE programs can support financial well-being, increase communications about CTE education and work opportunities, and engage CTE staff in professional development around bias and cultural responsiveness and relevance. While our district-wide free-reduced price lunch percentages range from 20% to 57% across our nine Consortium districts, our five largest CTE programs (Human Services; Business, Management, &amp; Administration; Engineering, Manufacturing, &amp; Technology; Agriculture, Food, &amp; Natural Resources; and Arts, Communications, &amp; Information Systems) range between 20% and 35%.</p>					
<b>6. Strategies to address need:</b>					
<p>To address the barrier of transportation, we will put more funding into student busing for field trips for secondary students to engage in out-of-school experiences in industry settings with industry representatives. We will also focus on bringing speakers in in-person and/or virtually to connect students with themselves and their industry. In our survey of interested parties, we saw a lack of attention to “financial well-being” in CTE secondary and postsecondary programs, and we believe increased attention to the short-term and long-term benefits of CTE certifications, postsecondary training, work opportunities, and career pathways will help increase socioeconomic diversity in our CTE programs.</p>					
<b>7. Measurable Outcomes (report results in next APR):</b>					

Socioeconomic balances in at least 50% of CTE programs in each Consortium district closely approximate racial/ethnic balances within their district

4. Provide additional narrative to address the following **if not already addressed in the table above**:

- a. What specific student group(s) were identified as having significant disparities or performance gaps?

**While our data demonstrate some performance gaps, the biggest issue for our Consortium is engaging more students from underrepresented groups in our CTE programs. For that reason, we have repeated our access goals above.**

- b. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

**We will build more data analysis, and, specifically, data analysis per student subgroups, into our CTE teacher professional development so we can reflect on our curriculum, instruction, and assessment practices and work with instructional and support teams to intervene if/as needed with individual students.**

## Narrative 10: Consortium Governance

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 **Consortium Governance**?
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):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Scope - Increase Alignment of Programs of Study with Local Needs and Industry:</b> The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to hire a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.</p>					
<b>2. Strategies to address need:</b>					
<p>The CTE Connections Coordinator will focus on developing relationships with local industries, and they and the secondary Perkins Coordinator will collaborate to provide leadership for the development of CTE Career and College Fairs, strengthening of CTE Advisory Committee membership and practices, and supporting districts to align curriculum, instruction, and assessments to industry standards. The secondary Perkins Coordinator will lead the Consortium in ongoing data analysis to support continuous improvement within programs and will ensure Perkins funds are used wisely and appropriately in alignment with our Perkins application and CLNA as well as industry standards.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>Increased size and diversity of membership in Advisory Committees from prior program approval lists by 6/30/25            Establishment and implementation of middle and early high school CTE Career Fair by 6/30/25            Innovation within and implementation of CTE Career Fair for 11<sup>th</sup> &amp; 12<sup>th</sup> graders by 6/30/25</p>					

1. Provide additional narrative to address the following:
  - a. Describe your consortium’s formal governance structure, including:
    - How the consortium leadership is organized,
    - Processes used for making financial decisions,
    - Processes and structures in place to ensure secondary and postsecondary collaboration, and
    - Communication systems in place to ensure all consortium members are continually informed.
    - Note any areas of governance that are being developed or improved.

**The Dakota County Perkins Consortium has established a governance model that engages representatives from each secondary district in continuous learning, collaborative decision-making, and a deeper understanding of the strengths and needs of each of our Consortium districts and communities. Our monthly meetings are planned and led by our secondary Perkins Coordinator, and we rotate our physical meetings at different Consortium school districts so we can see Consortium students, teachers, and programs in action. This allows us to develop our understanding of how CTE fits into the larger context of the high school in each district, see Perkins-funded equipment and how it is used, and get ideas from each other about physical space, instructional materials, and scheduling. Each district develops its own process for determining who represents their district on the Dakota County Perkins Consortium team.**

**As a Consortium, we review each request for Perkins funds together during our monthly meetings so we can remind ourselves of and/or review appropriate uses of funds, our application, our CLNA, and previous funding requests. At the beginning of the school year, our secondary Perkins Coordinator creates a spreadsheet for each district with their approved CTE programs, teachers, and courses, as well as space for descriptions of the requested items, Perkins priorities, alignment to application and CLNA, etc.**

**The postsecondary Perkins Coordinator attends many of our Perkins Consortium meetings, but we still need to work on establishing clear processes and structures to ensure secondary and postsecondary collaboration, particularly among CTE instructors to more strongly align our programs of study.**

**Our monthly meetings provide great opportunities for in-person communications, and, between meetings, the secondary Perkins Coordinator sends email updates, has phone calls and/or virtual meetings with individuals, as needed.**

## Narrative 11: Reserve Funds

Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.

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 **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p><b>Increase Number and Percentage of Secondary CTE Staff With Concurrent Enrollment Credentials:</b> Due to the small number and percentage of secondary CTE instructors who have concurrent enrollment credentials, we see a need to collaborate within and across secondary and postsecondary schools to recruit, provide professional development opportunities, seek funding, and communicate opportunities to prospective and current CTE staff regarding Pathway to 18 and/or other pathways to concurrent enrollment credentialing.</p>					
<p><b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<p>We will work closely with postsecondary partners, human resources staff, local industries, and current and prospective CTE faculty to understand and develop plans to meet the requirements for teaching concurrent enrollment courses.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>By 9/1/24, determine which 2024-2025 CTE teachers meet the requirements to teach concurrent enrollment courses, then increase that number by 5% by 6/30/25</p>					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>

**Improve Recruitment of CTE Professionals:** Our numbers and types of programs of study are limited due to our ability to recruit secondary CTE teachers and, especially, CTE teachers from underrepresented groups or who meet concurrent enrollment credential requirements. Many of our teachers have Out of Field Placement licenses that have strict limitations and require already working teachers to add additional graduate coursework to their plates to obtain Tier 1, 2, 3, or 4 licensure. We also have Business (Non Vocational Teachers) who require OFPs to teach Business CTE courses. We see a need to continue to work closely with PELSB, MN State and other higher education institutions, the human resources departments within our own organizations, external CTE organizations, Career & Technical Student Organizations, and industry representatives to improve communications and support for secondary CTE licensure.

**Reserve Category:**  Performance Gaps  Develop or Improve POS/CTE programs

**2. Strategies to address need:**

Increase outreach to recruit appropriately-licensed and/or could-be-licensed individuals to teach in our secondary CTE programs; invite industry representatives in to see our programs and students in action more regularly; engage current students in discussions about the possibility of becoming a CTE educator in the future

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

Decreased number/percentage of secondary CTE teachers with Out of Field Placement licensures

NEED C:	This Need is in Element(s):				
<p><b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b></p>	1	2	3	4	5
<p><b>Improve Training of CTE Professionals:</b> As we enter the first year of our program approvals and teachers implement local CTE standards, we see a need for continued training to understand and effectively implement the new standards, align secondary learning and assessment activities with postsecondary coursework and industry-standard certifications, provide culturally relevant and responsive instruction, create a sense of belonging for all students, support improved academic achievement in reading and math, and support the development of relationships to support students on a pathway to postsecondary and/or careers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Reserve Category:</b> <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<p><b>2. Strategies to address need:</b></p>					
<p>Create opportunities for CTE teachers from across the Consortium districts to participate in professional development as a whole group and in small groups throughout the school year</p>					
<p><b>3. Measurable Outcomes (report results in next APR):</b></p>					
<p>80% of CTE teachers participate in at least one targeted professional development session to improve CTE curriculum, instruction, assessments, and learning environments by 6/30/25</p>					

4. Provide additional narrative to address the following:

- a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

**We will focus on addressing participation and performance gaps based on gender, race/ethnicity, and socioeconomic distinction.**

- b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

**We will focus Reserve funds on the expansion of the Health Sciences program at SSD 6 and AFNR Natural Resources, Energy, and Environmental Service Systems pathway at ISD 192, ISD 659, and ISD 195.**

## Perkins-Funded Positions

**Submit the following with your application materials:**

- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

## Required Documentation

**These required documents must be submitted with your Perkins V Local Application:**

1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
<b>Secondary Allocation:</b>	\$192,651.16	\$27,294.95	\$219,946.11
<b>Postsecondary Allocation:</b>	\$271,533.71	\$27,294.95	\$298,828.66
<b>Total Consortium Allocation:</b>	\$464,184.87	\$54,589.90	\$518,774.77

<b>INSERTING ADDITIONAL ROWS</b>
<i>To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):</i>
1. Right-click on the row number of a empty row in the section for which additional rows are needed.
2. From the popup menu, select "Copy"
3. Right-click the same row again
4. From the popup menu, select "Insert Copied Cells"

<b>DATA ENTRY</b>
<i>Data entry on the four "Funding" tabs includes the following reminders:</i>
1. Do NOT change any information in rows 1 - 3.
2. Cells highlighted in YELLOW require data entry.
3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.
4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

<b>SUMMARY SPREADSHEET</b>
Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.
Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.
1. If the amount reported on the "Budget Over/Short" row is \$0...your request is equal to your allocation. This is the goal-- Congratulations!
2. If the amount reported on the "Budget Over/Short" row is shown in <b>BLACK</b> text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to <b>increase</b> your requests as needed to reach the goal of \$0 yet to be allocated.
3. If the amount reported on the "Budget Over/Short" row is shown in <b>RED</b> text in a <b>RED</b> background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to <b>decrease</b> your requests as needed to reach the goal of \$0 yet to be allocated.

<b>STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK</b>	
STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	Enter Budget Line Items on the <b>Basic Funding SEC 428</b> Worksheet. A. Enter the consortium name in cell A1. B. Select appropriate UFARS code using arrow to the right of the cell. C. Enter a description of the item.

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p><b>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</b></p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #4	<p><b>Complete the Budget Narrative SEC worksheet</b></p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p><b>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</b></p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #5	<p><b>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</b></p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #6	<p><b>Look at Rows 48 and 50 of the Summary Worksheet;</b> dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>



(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			AFNR Natural Resources & Health Sciences	
140 Licensed Classroom Teacher		\$2,500.00	\$2,500.00	\$5,000.00
145 Substitute Teacher Salaries		\$10,000.00	\$2,500.00	\$12,500.00
				\$0.00
				\$0.00
<b>100's Personnel/Salary</b>	SUBTOTAL	\$12,500.00	\$5,000.00	\$17,500.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>200's Personnel/Non-Salary</b>	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>300's Services/Subawards</b>	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>400's Supplies/Materials</b>	SUBTOTAL	\$0.00	\$0.00	\$0.00
530 Other Equipment Purchased			\$9,794.95	\$9,794.95
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>500's Capital/Equipment</b>	SUBTOTAL	\$0.00	\$9,794.95	\$9,794.95
<b>895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>2024-2025 Proposed Budget</b>		\$12,500.00	\$14,794.95	\$27,294.95

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.		X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	X	
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	X
Support integration of academic skills into CTE programs and programs of study.	X	X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	X
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 APR report.	X	X
Not applicable.		

## **SECONDARY Narrative for Perkins V Application**

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures (100s and 200s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Our consortium will invest in positions during the 2024-2025 school year to strengthen connections within, across, and beyond our consortium school districts to strengthen our current and future programs of study, support for special populations, and governance. These will include the following:

\*Secondary Perkins Consortium Coordinator (Narrative 10; UFARS 110; 0.25 FTE) - \$37,000

\*CTE Connections Coordinator (Narrative 2, 5, 6; UFARS 140; 0.5 FTE)

\*Licensed Classroom Teacher Time (Narratives 2, 4, 5, 8; UFARS 140) - \$10,000

\*Substitute Teacher Salaries (Narrative 10; UFARS 145) - \$7,500

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Services and subawards expenditures will be used to support students and staff to engage with CTE in the real world through student field trips, student organization events and competitions, and CTE teacher conferences, and CTE Career & College Fairs. Funding includes:

\*Student Busing for Field Trips (Narrative 2; UFARS 360) - \$15,000

\*Travel, Conventions, and Conferences (Narratives 2 & 10; UFARS 366) - \$8,000

\*Out-of-State Travel (Narrative 8; UFARS 368) - \$6,000

\*Operating Leases or Rentals (Narrative 2; UFARS 370) - \$2,500 (for table rentals for CTE Career & College Fairs)

## **SECONDARY Narrative for Perkins V Application**

*Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

To support our students to develop industry-standard skills and complete certifications while in high school, we will invest in student certifications, including OSHA, Adobe, and others. Funding includes:

\*Student certification exams (Narrative 2; UFARS 461) - \$10,000

*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

To support students to meet industry standards through their learning experiences, particularly in our prioritized Programs of Study, we have budgeted \$22,386.16 in UFARS code 530 .

**SECONDARY Narrative for Perkins V Application**

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.

We do not plan to use funds for this reason.

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

Our consortium will focus on decreasing performance gaps and developing/improving our AFNR Natural Resources programs at ISD 192, ISD 195, and ISD 659 and Health Sciences program at SSD 6 with our reserve funds. We have budgeted for substitute coverage and teacher time so our CTE teachers can engage in professional development on incorporating math and literacy into CTE, creating a sense of belonging for diverse student populations, the MDE CTE Frameworks and local standards, etc. For these reasons, we have budgeted as follows:

\*Substitute Teacher Salaries (UFARS 145) - \$12,500 (\$10,000 for Decreasing Performance Gaps and \$2,500 for Programs of Study)

\*Licensed Classroom Teacher (UFARS 140) - \$5,000 (\$2,500 for Decreasing Performance Gaps and \$2,500 for Programs of Study)

\*Other Equipment Purchased (UFARS 530) - \$9794.95 for Programs of Study



(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			AFNR Natural Resources & Health Sciences	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Personnel</b>		SUBTOTAL	\$0.00	\$0.00
Healthcare Program Equipment	DCTC will use the reserve dollars to upgrade and develop programs in the area of healthcare.		\$27,294.95	\$27,294.95
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Equipment</b>		SUBTOTAL	\$0.00	\$27,294.95
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Non-Personnel</b>		SUBTOTAL	\$0.00	\$0.00
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>2024-2025 Proposed Budget</b>		\$0.00	\$27,294.95	\$27,294.95

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.		X
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 careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X
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 that result in increasing student achievement on performance indicators.		X
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 APR report.		
Not applicable.		

## POSTSECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

(1) item/expenditure requested; Nursing tutor

(2) budget amount requested; 25,000

(3) identification of which narrative(s) 2

(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers

(1) item/expenditure requested; Allied Health and Bio Tutor

(2) budget amount requested; 6000

(3) identification of which narrative(s) requested item is applied to 4

(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers

(1) item/expenditure requested; Math Tutor

(2) budget amount requested; 6800

(3) identification of which narrative(s) requested item is applied to 4

(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers

(1) item/expenditure requested; Writing Tutor

(2) budget amount requested; 35,000

(3) identification of which narrative(s) requested item is applied to 4

(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers

(1) item/expenditure requested; Tutor for Underrepresented Students

(2) budget amount requested; 18,000

(3) identification of which narrative(s) requested item is applied to 5

(4) need identified in CLNA addressed with the expenditure. DCTC continues providing tutors to assist students in career classes. The success rate of this practice shows in the retention and completion outcome numbers

(1) item/expenditure requested; K12 Coordinator

(2) budget amount requested; 25,000

(3) identification of which narrative(s) requested item is applied to 8

(4) need identified in CLNA addressed with the expenditure. DCTC's portfolio of CE and Contract courses continues to expand

(1) item/expenditure requested; K12 Director

Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.

(1) item/expenditure requested; Program Development

(2) budget amount requested; 70000

(3) identification of which narrative(s) requested item is applied to 2

(4) need identified in CLNA addressed with the expenditure. According to MN DEED LMI, Health Care and Social Assistance are Dakota County's largest employers making up approximately 12.9 percent of the county's total employment. Health Care and Social Assistance in Dakota County has grown by 5,846 jobs (33.0%) accounting for nearly three-fifths (58.8%) of the county's total employment growth since 2011. Those occupations with the most postings include Registered Nurses, Medical and Health Services Managers, Nursing Assistants, Licensed Practical and Licensed Vocational Nurses, Medical Assistants, Medical Secretaries, Pharmacy Technicians, Personal Care Aides, Medical and Clinical Laboratory Technicians, and Home Health Aides. (Talent Neuron)

### **POSTSECONDARY Narrative for Perkins V Application**

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

- (1) item/expenditure requested; Bus Trips for HSs to DCTC
- (2) budget amount requested; 10,000
- (3) identification of which narrative(s) requested item is applied to 2
- (4) need identified in CLNA addressed with the expenditure. Transportation continues to be a major barrier for students to attend specialized training and workforce experiences. DCTC continues to identify funding for buses in its plan in hopes that more students have opportunities to visit the campus for events and tours.
- (1) item/expenditure requested; TSAs
- (2) budget amount requested; 2000
- (3) identification of which narrative(s) requested item is applied to 4
- (4) need identified in CLNA addressed with the expenditure. Requirement of Perkins
- (1) item/expenditure requested; Marketing
- (2) budget amount requested; 18,000
- (3) identification of which narrative(s) requested item is applied to 5
- (4) need identified in CLNA addressed with the expenditure. CTE programs need to be advertised in a way that underrepresented students and their families receive the information.
- (1) item/expenditure requested; CTE Works and PD
- (2) budget amount requested; 21,733.71
- (3) identification of which narrative(s) requested item is applied to 8
- (4) need identified in CLNA addressed with the expenditure for professionals to provide quality CTE experiences.

*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

na

*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

(1) item/expenditure requested; Program Development

(2) budget amount requested; 27294.95

(3) identification of which narrative(s) requested item is applied to 2

(4) need identified in CLNA addressed with the expenditure. According to MN DEED LMI, Health Care and Social Assistance are Dakota County's largest employers making up approximately 12.9 percent of the county's total employment. Health Care and Social Assistance in Dakota County has grown by 5,846 jobs (33.0%) accounting for nearly three-fifths (58.8%) of the county's total employment growth since 2011. Those occupations with the most postings include Registered Nurses, Medical and Health Services Managers, Nursing Assistants, Licensed Practical and Licensed Vocational Nurses, Medical Assistants, Medical Secretaries, Pharmacy Technicians, Personal Care Aides, Medical and Clinical Laboratory Technicians, and Home Health Aides. (Talent Neuron)

Consortium Plan: Budget Summary 2022-2023

**Dakota County Perkins Consortium** **July 1, 2024 - June 30, 2025 (FY25)**  
**Budget by Application Narratives**

\*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs\*

Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 2: Programs of Study	Secondary	\$122,431.16		\$122,431.16
	Postsecondary		\$105,000.00	\$105,000.00
	<b>Total</b>	<b>\$122,431.16</b>	<b>\$105,000.00</b>	<b>\$227,431.16</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$2,500.00		\$2,500.00
	Postsecondary		\$49,800.00	\$49,800.00
	<b>Total</b>	<b>\$2,500.00</b>	<b>\$49,800.00</b>	<b>\$52,300.00</b>
Narrative 5: Special Populations	Secondary	\$2,500.00		\$2,500.00
	Postsecondary		\$36,000.00	\$36,000.00
	<b>Total</b>	<b>\$2,500.00</b>	<b>\$36,000.00</b>	<b>\$38,500.00</b>
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$59,000.00	\$59,000.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$59,000.00</b>	<b>\$59,000.00</b>
Narrative 8: Support for Professionals	Secondary	\$6,000.00		\$6,000.00
	Postsecondary		\$21,733.71	\$21,733.71
	<b>Total</b>	<b>\$6,000.00</b>	<b>\$21,733.71</b>	<b>\$27,733.71</b>
Narrative 9: Performance Gaps	Secondary	\$2,500.00		\$2,500.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$2,500.00</b>	<b>\$0.00</b>	<b>\$2,500.00</b>
Narrative 10: Governance	Secondary	\$56,720.00		\$56,720.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$56,720.00</b>	<b>\$0.00</b>	<b>\$56,720.00</b>
Narrative 11: Reserve Funds	Secondary	\$27,294.95		\$27,294.95
	Postsecondary		\$27,294.95	\$27,294.95
	<b>Total</b>	<b>\$27,294.95</b>	<b>\$27,294.95</b>	<b>\$54,589.90</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
PLAN TOTALS	Secondary	\$219,946.11		\$219,946.11
	Postsecondary		\$298,828.66	\$298,828.66
	<b>Total</b>	<b>\$219,946.11</b>	<b>\$298,828.66</b>	<b>\$518,774.77</b>

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$192,651.16	\$27,294.95	\$219,946.11
Budget <b>Over/Short</b>	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$271,533.71	\$27,294.95	\$298,828.66
Budget <b>Over/Short</b>	\$0.00	\$0.00	\$0.00



# PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES

To be submitted with the 2024 Local Application

**Consortium Name:** Dakota County Perkins Consortium

## Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.



**Briefly describe the process used to complete the CLNA (type your summary in the space below):**

The Dakota County Perkins Consortium used a multi-pronged approach to gather and analyze data from multiple parties interested in career and technical education in pK-12 schools in the area, as well as at Dakota County Technical College. Since this is a program approval year for us as well, the CLNA work fit in nicely with long-term planning at each district, especially since a number of districts have had administrative turnover and/or reorganization at the high school and district level since CTE programs were last approved five years ago. We utilized Real-Time Talent data; data from local governments, Chambers of Commerce, etc.; secondary secure reports; structured conversation with the Dakota-Scott County Youth Workforce Committee; interviews with Superintendents and/or high school principals; conversations across organizations; a survey of:

- District and school leaders
- CTE and non-CTE high school teachers
- High school CTE and non-CTE students
- High school CTE and non-CTE families
- Local youth and adult workforce representatives
- Local industry representatives (Advisory boards and others)
- Postsecondary faculty
- Postsecondary students

## What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations<sup>1</sup>;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

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<sup>1</sup> The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Marcy Levy-Maguire	Secondary Perkins Consortium Coordinator	Secondary CTE Representative
Chris Devine	ISD 917 Secondary Schools Principal	Secondary CTE Representative
Ben Fisher	ISD 195 High School Principal & Special Education Director	Secondary CTE Representative
Casey Rutherford	ISD 199 Assistant Director of Learning	Secondary CTE Representative
Miles Lawson	ISD 197 Secondary Curriculum and Gifted and Talented Coordinator	Secondary CTE Representative
Amy Winter	SSD 6 Director of Teaching and Learning	Secondary CTE Representative
Chris Peterson	4082 Business Teacher	Secondary CTE Representative
Noelle Meyer	ISD 199 Work-Based Learning Teacher	Secondary CTE Representative
Michelle Bauer	ISD 659 Systems & Instructional Coach	Secondary CTE Representative
Erik Dietz	ISD 200 CTE Teacher (T&I)	Secondary CTE Representative
Bryanna Nelson	ISD 192 CTE Teacher (Agriculture & WBL)	Secondary CTE Representative
Ben Kusch	Tri-District CAPS	Secondary CTE Representative
Mary Jo Gardner	Post-Secondary Perkins Consortium Coordinator	Post-Secondary CTE Representative
		DCTC/IHCC Concurrent Enrollment Advisory Committee
		Dakota-Scott Youth Workforce Committee
		DCTC/IHCC Institutional Research

## Narrative Tracking Matrix (Optional)

The form below may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete rows depending on the number of needs identified for each element.

### Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)	5 = Special Populations (Pops)	9 = Performance Gaps (Gaps)
2 = Programs of Study (POS)	6 = Work-based Learning (WBL)	10 = Consortium Governance (Gov)
3 = Workforce Innovation Opportunity Act (WIOA)	7 = Early Postsecondary Credit Opportunities (PS)	11 = Reserve Funds (Res)
4 = Integrated Academic & Technical Skills (Skills)	8 = Support to Professionals (Prof)	

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need A: <b>Improve Secondary Math Proficiency</b>		x		x				x			
Need B: <b>Improve Secondary Reading Proficiency</b>		x		x				x			
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need A: <b>Size - Increase Number of Secondary CTE Participants</b>		x		x							
Need B: <b>Size - Increase Number of Secondary CTE Concentrators</b>		x									
Need C: <b>Scope - Increase Alignment of Programs of Study with Local Needs and Industry</b>		x	x			x				x	
Need D: <b>Quality - Increase Number of Post-Secondary Credentials Earned By Secondary Students</b>		x		x							
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need A: <b>Increase Number of Post-Secondary Credits Earned By Secondary Students</b>							x				
Need B: <b>Increase Number and Percentage of Secondary CTE Staff With Concurrent Enrollment Credentials</b>								x			x
Need C: <b>Increase Number of Entry and Exit Points for Students Within Programs of Study</b>		x									
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A: <b>Improve Recruitment of CTE Professionals</b>											x
Need B: <b>Improve Training of CTE Professionals</b>								x			x
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											
Need A: <b>Address Gender Imbalances in Secondary CTE Programs</b>					x				x		
Need B: <b>Increase Racial/Ethnic Diversity in Secondary CTE Programs</b>					x				x		

Prioritized Needs / Barriers:	Narratives to Address the Need										
Need C: <b>Increase Socioeconomic Diversity in Secondary CTE Programs</b>					x				x		

# ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of [\*Minnesota's Comprehensive Local Needs Assessment Guide\*](#).

- Performance Indicator data can be found in these sources:
  - Secondary Secure Reports
  - Postsecondary PowerBI Reports
  - Annual Consortium Indicator Report on the [Perkins Consortia webpage](#)

Based on our 1/23/24 Consortium Performance Report, the Dakota County Perkins Consortium has demonstrated actual performance levels far above the secondary and postsecondary State Determined Performance Levels in every category for the past three years (2021-2023). We have, however, seen declines in both Secondary and Postsecondary Participants and Concentrators, as well as secondary academic proficiency in reading (2S1) and math (2S2), post-program placement, and nontraditional program concentration (4S1), and Earned Recognized Postsecondary Credentials (2P1) during that time. This report implies the need to increase the following measures across the Dakota County Perkins Consortium:

- Secondary:
  - Number of CTE participants
  - Number of CTE concentrators
  - Reading proficiency
  - Math proficiency
  - Post-program placements
  - Nontraditional program concentration

**In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.**

## PRIORITIZED NEEDS

### Element 1: Student Performance on Required Performance Indicators

E1-Need A **Improve Secondary Math Proficiency**: Due to the decline in math proficiency among secondary CTE students (from 33.19% in 2021 to 24.28% in 2023), we see a need to strengthen our connections between CTE courses and other academic math courses and incorporate career-specific math skills into CTE courses, when applicable. DCTC sees a need to provide tutors to assist students in classes that are required for program completion.

E1-Need B **Improve Secondary Reading Proficiency**: Due to the decline in reading proficiency among CTE students (from 54.05% in 2021 to 45.98% in 2023), we see a need to strengthen our connections between CTE courses and English Language Arts courses and incorporate technical reading skills into CTE courses, when applicable.

## ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of [\*Minnesota's Comprehensive Local Needs Assessment Guide\*](#).

Minnesota defines size, scope and quality at the consortium level as follows:

**Size:** Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

**Scope:** Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

**Quality:** A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in [DEED's Occupation in Demand index](#) and/or through the Comprehensive Local Needs Assessment

**In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.**

## PRIORITIZED NEEDS

### Element 2: Program Size, Scope, and Quality to meet the needs of all students

E2-Need A: **Size - Increase Number of Secondary CTE Participants:** Due to the declining number of CTE participants at the secondary level (from 4,730 in 2021 to 4,498 in 2023), we see a need to increase the number of CTE participants across our districts by strengthening our programs of study, introducing the concept of CTE and available secondary programs to students at the middle school level, and strengthening our coordination and communications within districts about how CTE fits into students' academic programs.

E2-Need B **Size - Increase Number of Secondary CTE Concentrators:** Due to the declining number of CTE concentrators at the secondary level (from 2,031 in 2021 to 1,957 in 2023), we see a need to increase the number of CTE concentrators across our districts by strengthening our programs of study, introducing the concept of CTE and available secondary programs to students at the middle school level, strengthening the scope and sequence of our courses within programs of study, and strengthening our coordination and communications within districts about how CTE fits into students' academic programs.

E2-Need C **Scope - Increase Alignment of Programs of Study with Local Needs and Industry:** The housing market and emerging businesses, including the development of Meta (formerly Facebook) facilities, in Dakota County are rapidly changing the local landscape. In order to keep pace with the evolving industry needs, we see a need to hire a dedicated staff member who will interface with local businesses, Chambers of Commerce, government organizations, etc. to develop strategic connections with the Consortium and individual districts.

E2-Need D **Quality - Increase Number of Post-Secondary Credentials Earned By Secondary Students:** We see a need to increase our secondary offerings of industry-standard certifications that will allow students to enter the workforce earning higher wages by collaborating more closely with postsecondary and industry partners to develop a scope and sequence of certifications in each program of study.

## ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of [Minnesota's Comprehensive Local Needs Assessment Guide](#).

**In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.**

## PRIORITIZED NEEDS

### Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A **Increase Number of Post-Secondary Credits Earned By Secondary Students:** We see a need for increased collaboration between secondary and postsecondary instructors and leadership to support more secondary students to earn more college credits during high school CTE programs through concurrent enrollment and/or contract courses and to track these data more closely across the consortium. DCTC has implemented Welding, Medical Assistant, and Construction Management courses at various high schools, and they would like to expand these offerings in as many high schools as possible due to the workforce need and opportunities for students.

E3-Need B **Increase Number and Percentage of Secondary CTE Staff With Concurrent Enrollment Credentials:** Due to the small number and percentage of secondary CTE instructors who have concurrent enrollment credentials, we see a need to collaborate within and across secondary and postsecondary schools to recruit, provide professional development opportunities, seek funding, and communicate opportunities to prospective and current CTE staff regarding Pathway to 18 and/or other pathways to concurrent enrollment credentialing. **We also see a need to track these data more closely across the consortium.**

E3-Need C **Increase Number of Entry and Exit Points for Students Within Programs of Study:** As our Consortium works toward five-year program approval at the secondary level, we see a need to provide increased career exploration opportunities in middle school and early high school so students can enter secondary CTE programs with diverse postsecondary and/or career pathway options.

## ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of [\*Minnesota's Comprehensive Local Needs Assessment Guide\*](#).

**In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.**

## PRIORITIZED NEEDS

### Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

E4-Need A: **Improve Recruitment of CTE Professionals:** Our numbers and types of programs of study are limited due to our ability to recruit secondary CTE teachers and, especially, CTE teachers from underrepresented groups or who meet concurrent enrollment credential requirements. Many of our teachers have Out of Field Placement licenses that have strict limitations and require already working teachers to add additional graduate coursework to their plates to obtain Tier 1, 2, 3, or 4 licensure. We also have Business (Non Vocational Teachers) who require OFPs to teach Business CTE courses. We see a need to continue to work closely with PELSB, MN State and other higher education institutions, the human resources departments within our own organizations, external CTE organizations, Career & Technical Student Organizations, and industry representatives to improve communications and support for secondary CTE licensure.

E4-Need B **Improve Training of CTE Professionals:**As we enter the first year of our program approvals and teachers implement local CTE standards, we see a need for continued training to understand and effectively implement the new standards, align secondary learning and assessment activities with postsecondary coursework and industry-standard certifications, provide culturally relevant and responsive instruction, create a sense of belonging for all students, support improved academic achievement in reading and math, and support the development of relationships to support students on a pathway to postsecondary and/or careers.

## ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of [\*Minnesota's Comprehensive Local Needs Assessment Guide\*](#).

Based on our Consortium's Secondary Secure Reports (Enrollment: Course Report, Enrollment: Participants and Concentrators, P-File Reports, and Perkins V Pipeline Career Field Reports), it is clear we have work to do to ensure equal access across our CTE programs for all secondary students per gender, race/ethnicity, economic status, and English Language Learner status. Our white, non-economic disadvantaged, non-English Learners are disproportionately represented in our CTE programs.

**In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.**

## PRIORITIZED NEEDS

### Element 5: Progress towards equal access to CTE programs for all students

E5-Need A: **Address Gender Imbalances in Secondary CTE Programs:** Due to the gender imbalances we see across our Consortium **in terms of concentrators (while 47% of our CTE participants are female, only 39% of our concentrators are female)** and in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance. **Female students are overrepresented in Human Services (75%) and Health Sciences (86%) and underrepresented in Business, Management, & Administration (36%), Engineering, Manufacturing, & Technology (7%), Agriculture, Food, and Natural Resources (33%), and Arts, Communications, & Information Systems (17%).**

E5-Need B **Increase Racial/Ethnic Diversity in Secondary CTE Programs:** Due to the racial/ethnic imbalances we see across our Consortium in many of our CTE programs, we see a need to strengthen our connections to industry representatives, increase communications about opportunities, engage CTE staff in professional development around bias and cultural responsiveness and relevance to make progress toward our CTE program participant percentages approximating demographic percentages Consortium-wide and within district. **While four of our consortium districts have racially diverse student populations (White students make up less than 50% of the student population), in our five largest programs (Human Services; Business, Management, & Administration; Engineering, Manufacturing, & Technology; Agriculture, Food, & Natural Resources; and Arts, Communications, & Information Systems) White students make up the majority of participants (63% to 85%).**

E5-Need C **Increase Socioeconomic Diversity in Secondary CTE Programs:** Due to the socioeconomic imbalances we see across our Consortium in many of our CTE programs, we see a need to examine and remove or decrease economic barriers to participating in CTE programs (including transportation), increase understanding about how CTE programs can support financial well-being, increase communications about CTE education and work opportunities, and engage CTE staff in professional development around bias and cultural responsiveness and relevance. **While our district-wide free-reduced price lunch percentages range from 20% to 57% across our nine Consortium districts, our five largest CTE programs (Human Services; Business, Management, & Administration; Engineering, Manufacturing, & Technology; Agriculture, Food, & Natural Resources; and Arts, Communications, & Information Systems) range between 20% and 35%.**



## STATEMENT OF ASSURANCES & CERTIFICATIONS

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1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Dakota County Perkins Consortium

College: <u>Dakota County Technical College</u>	
College President's Name (Print): <u>Michael Berndt</u>	
<u><a href="#">Michael Berndt</a></u> <small>Michael Berndt (Apr 29, 2024 10:56 CDT)</small>	<u>Apr 29, 2024</u>
Signature	Date
email: <u><a href="mailto:michael.berndt@minnstate.edu">michael.berndt@minnstate.edu</a></u>	
Phone: <u>651.423.8213</u>	

District Name: <u>Intermediate School District 917</u>	
District Number/Type: <u>917/Intermediate</u>	
Superintendent's Name – (Print): <u>Dr. Michael Favor</u>	
<u><a href="#">Dr. Michael Favor</a></u> <small>Dr. Michael Favor (Apr 29, 2024 10:26 CDT)</small>	<u>Apr 29, 2024</u>
Signature	Date
email: <u><a href="mailto:Michael.Favor@isd917.org">Michael.Favor@isd917.org</a></u>	
Phone: <u>6514238214</u>	



## STATEMENT OF ASSURANCES & CERTIFICATIONS

District Name: <u>South Saint Paul Schools</u>	
District Number/Type: <u>SSD 6/</u>	
Superintendent's Name – (Print): <u>Dr. Brian Zambreno</u>	
	<b>Apr 30, 2024</b>
Signature	Date
email: <a href="mailto:bzambreno@sspps.org">bzambreno@sspps.org</a>	
Phone: <u>612-457-9465</u>	

District Name: <u>Farmington Area Public Schools</u>	
District Number/Type: <u>ISD 192/</u>	
Superintendent's Name – (Print): <u>Dr. Jason Berg</u>	
<u><a href="#">Jason S. Berg</a></u>	<b>Apr 29, 2024</b>
<small><a href="#">Jason S. Berg (Apr 29, 2024 12:37 CDT)</a></small>	Date
email: <a href="mailto:jberg@farmington.k12.mn.us">jberg@farmington.k12.mn.us</a>	
Phone: <u>651-463-5013</u>	

District Name: Randolph Public Schools

District Number/Type: ISD 195/

Superintendent's Name – (Print): Mike Kelley

*Michael Kelley*

[Michael Kelley \(May 1, 2024 12:35 CDT\)](#)

Signature

May 1, 2024

Date

email: [kelleym@district195.org](mailto:kelleym@district195.org)

Phone: 507-645-7409 ext. 204

District Name: West Saint Paul-Mendota Heights-Eagan Area Public Schools

District Number/Type: ISD 197/

Superintendent's Name – (Print): Dr. Peter Olson-Skog

*Peter Olson-Skog*

[Peter Olson-Skog \(Apr 29, 2024 12:35 CDT\)](#)

Signature

Apr 29, 2024

Date

email: [peter.olson-skog@isd197.org](mailto:peter.olson-skog@isd197.org)

Phone: 651-403-7001



## STATEMENT OF ASSURANCES & CERTIFICATIONS

District Name: Inver Grove Heights Area Public Schools

District Number/Type: ISD 199/

Superintendent's Name – (Print): Dave Bernhardson

*Dave Bernhardson*

[Dave Bernhardson \(Apr 29, 2024 12:46 CDT\)](#)

Signature

Apr 29, 2024

Date

email: [bernhardsond@isd199.org](mailto:bernhardsond@isd199.org)

Phone: 651-306-7808

District Name: Hastings Area Public Schools

District Number/Type: ISD 200/

Superintendent's Name – (Print): Dr. Tamra Champa

*Tamara Champa*

[Tamara Champa \(May 1, 2024 12:39 CDT\)](#)

Signature

May 1, 2024

Date

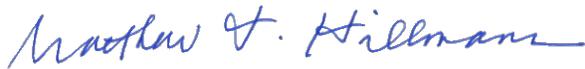
email: [tchampa@isd200.org](mailto:tchampa@isd200.org)

Phone: 651-480-7001

District Name: Northfield Public Schools

District Number/Type: ISD 659/

Superintendent's Name – (Print): Dr. Matt Hillmann



Signature

May 1, 2024

Date

email: [mhillmann@northfieldschools.org](mailto:mhillmann@northfieldschools.org)

Phone: (507)663-0629

District Name: BlueSky Online

District Number/Type: 4082/

Superintendent's Name – (Print): Amy Larsen

[Amy Larsen](#)

[Amy Larsen \(May 1, 2024 10:59 CDT\)](#)

Signature

May 1, 2024

Date

email: [amy.larsen@blueskyschool.org](mailto:amy.larsen@blueskyschool.org)

Phone: 651.202.2010

# 24-25 Dakota County Perkins Consortium State ments-of-Assurance-Form PDF

Final Audit Report

2024-05-01

Created:	2024-04-29
By:	Marci Levy-Maguire ( <a href="mailto:marci.levy-maguire@isd917.org">marci.levy-maguire@isd917.org</a> )
Status:	Signed
Transaction ID:	CBJCHBCAABAA7Vzm9antoYlyB1LjKz5egJIHBKEg3Htj

## "24-25 Dakota County Perkins Consortium Statements-of-Assur ance-Form PDF" History

 Document created by Marci Levy-Maguire ([marci.levy-maguire@isd917.org](mailto:marci.levy-maguire@isd917.org))

2024-04-29 - 2:50:29 AM GMT

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2024-04-29 - 2:52:37 AM GMT

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2024-04-29 - 3:42:46 AM GMT

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2024-04-29 - 3:26:40 PM GMT

 Document e-signed by Dr. Michael Favor ([michael.favor@isd917.org](mailto:michael.favor@isd917.org))

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2024-04-29 - 3:51:07 PM GMT

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2024-04-29 - 3:56:35 PM GMT

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2024-04-29 - 5:34:44 PM GMT

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2024-04-29 - 5:35:21 PM GMT

 Document e-signed by Peter Olson-Skog ([peter.olsonskog@isd197.org](mailto:peter.olsonskog@isd197.org))

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2024-04-29 - 5:35:43 PM GMT

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2024-04-29 - 5:37:31 PM GMT

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2024-04-29 - 5:45:32 PM GMT

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2024-04-29 - 5:46:36 PM GMT

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2024-04-30 - 4:11:14 PM GMT

 Signer [bzambreno@sspps.org](mailto:bzambreno@sspps.org) entered name at signing as Brian Zambreno

2024-04-30 - 4:13:52 PM GMT

 Document e-signed by Brian Zambreno ([bzambreno@sspps.org](mailto:bzambreno@sspps.org))

Signature Date: 2024-04-30 - 4:13:54 PM GMT - Time Source: server

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2024-05-01 - 3:02:53 AM GMT

 Signer [amy.larsen@blueskyschool.org](mailto:amy.larsen@blueskyschool.org) entered name at signing as Amy Larsen

2024-05-01 - 3:59:30 PM GMT

 Document e-signed by Amy Larsen ([amy.larsen@blueskyschool.org](mailto:amy.larsen@blueskyschool.org))

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2024-05-01 - 5:20:40 PM GMT

 Signer [kelleym@district195.org](mailto:kelleym@district195.org) entered name at signing as Michael Kelley

2024-05-01 - 5:35:26 PM GMT

 Document e-signed by Michael Kelley ([kelleym@district195.org](mailto:kelleym@district195.org))

Signature Date: 2024-05-01 - 5:35:28 PM GMT - Time Source: server

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2024-05-01 - 5:38:06 PM GMT

 Signer [tchampa@isd200.org](mailto:tchampa@isd200.org) entered name at signing as Tamara Champa

2024-05-01 - 5:38:59 PM GMT

 Document e-signed by Tamara Champa ([tchampa@isd200.org](mailto:tchampa@isd200.org))

Signature Date: 2024-05-01 - 5:39:01 PM GMT - Time Source: server

 Agreement completed.

2024-05-01 - 5:39:01 PM GMT