Perkins V Local Application Narrative Table Response Examples

Narrative 2: Programs of Study Example

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

According to Real Time Talent and DEED data there is a need for XXXX. This also meets the criteria for high-wage, high-skill, and high-demand. In discussions with our XXXX advisory committees, they concurred. Further exploration with area employers YYYY and ZZZZ support this need and indicated a willingness to hire students upon completion of XXXX. Reaching out to our secondary and postsecondary institutions, instructors, and students there is an interest in pursuing XXXX. In summary, there is a need to develop a program of study in XXXX.

2. Strategies to address need:

1) Instructors and Faculty will co-create curriculum with input from business & industry by October.
   a. Funding in Narrative #2 under curriculum development and professional development.

2) Complete and submit an MDE Program Approval Amendment form by November 1.
   a. No funding.

3) Submit this college program for AASC and System Office approval by January.
   a. No funding.

4) Instructors and Faculty in consultation with business and industry will identify equipment needs and work with consortium leaders, district, and college administration to determine funding plans by May.
   a. Funding in Narrative Reserve under equipment.

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

1) Curriculum will be developed at the secondary and postsecondary level by November 2024.

2) An MDE CTE approved program will be in place by April 2025.

3) College AASC and System Office will approve the program by April 2025.

4) Based on the funding plan, program equipment will be purchased and in place by June 2025.

Narrative 11: Reserve Funds Example

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

In a review of performance indicator data, there is a high underrepresentation of Asian students in all CTE program areas at both the secondary and postsecondary levels. At the postsecondary level, this included the areas of retention and placement (1P1) and earned recognized credential (2P1). The goals were 80.2% (1P1) and 59.8% (2P1). The actual performance of Asian students was 61.6% and 30.3%, respectively. 245 Asian students were impacted by these measures. This information was corroborated in surveys and interviews with key partners including students, parents, and community-based organizations. The need is to understand why there is an underrepresentation of Asian students in CTE program areas and to develop strategies to attempt to rectify this situation.

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

2. Strategies to address need:

  1) In-depth discussions and review of data with key partners to explore potential root causes using the format developed by Advance CTE.
     a. Funding in Narrative 9 under salaries.

  2) Examination of possible systemic barriers at both the secondary and postsecondary level using the format developed by Advance CTE.
     a. Funding in Narrative 9 under salaries.

  3) Develop plan(s) to address the findings of the above efforts and monitor progress.
     a. Funding in Reserve Narrative 9 under salaries.

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

  1) Root causes for underrepresentation of Asian students in CTE program areas will be identified by November 2024.

  2) Systemic barriers that may be contributing to the underrepresentation of Asian students in CTE program areas will be identified by November 2024.

  3) The plan to address the underrepresentation of Asian students in CTE programs will be implemented by January 2025.