



FY23 Dakota County Consortium

Prepared by Dakota County Consortium
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Marci Levy-Maguire

Submitted on 08/23/2022 9:21 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, Interim State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

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Fund Activity Categories

Education

Departments

Subjects

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

FY23 Dakota County Consortium

Award Requested

\$457,955.32

Total Award Budget

\$457,955.32

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

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

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

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

REVISED RESPONSE (8/1/22):

Overall Results of CLNA:

The DCTC consortium surveyed advisory committees, school administrators, students and CTE teachers to obtain feedback from a range of stakeholders and community led agencies. Information was also gathered from MN DEED LMI and the DCTC/IHCC Institutional Research department. Based on data from our monthly communications, stakeholder surveys and advisory committee meetings the consortium recognizes the following needs:

- Guided Career Pathways: We see a need to develop new guided career pathways for students to move through secondary programs to post-secondary programs, including certifications, that prepare them for high-skill, high-wage careers. Program areas considered high demand or in demand per MN DEED LMI will be explored.
- Increased Concurrent Enrollment CTE Options: Currently, extended CTE programs conflict with other core course options within the regular school setting, and our consortium sees this as a need we must address. By offering concurrent enrollment options, students will be able to earn credits toward high school graduation requirements and earn college credits.
- Increased Dual Credit Earning: Currently, most secondary CTE programs do not fulfill state graduation requirements, so CTE students have limitations on the number and types of CTE courses they can take. They also have increased workloads because they have to complete additional courses to meet graduation requirements.
- Increased Recruitment, Retention, & Professional Development/Training for State-Approved and/or Concurrent Enrollment CTE Teachers: To achieve our goal of increasing concurrent enrollment and dual credit options, we must have staff who are appropriately licensed and trained to teach these courses. Currently, it is a challenge to hire and retain appropriately qualified staff.
- Updated Materials, Equipment, and Resources to Meet Industry Standards: To ensure our students are being prepared to meet industry standards in our existing and planned programs, we see a need to update materials, equipment and resources in a variety of areas.

Priorities from CLNA to be supported by Perkins funding:

- Guided Career Pathways: DCTC has developed a 3-year Summer Scholar pilot program to educate students on technical education pathways to careers that make a livable wage and allow for personal career satisfaction. The 2022 program is the second year of the pilot and will focus on providing current CTE students with summer credit recovery and career and college exploration experiences. Students will be introduced to post-secondary options in high-demand industries, with the goal of inspiring students to successfully complete their high school graduation requirements, enter a postsecondary CTE program, and earn the credentials needed to enter the workforce of high-skill, high-wage careers. Perkins funds will be used to provide participating CTE students with busing from their home high schools to and from DCTC each day and for occasional field trips. In 2023, this pilot will be expanded to increase availability to all students, with transportation and other program costs pro-rated with other school district resources per the number of student participants from each district.

Increased Recruitment, Retention, & Professional Development/Training for State-Approved and/or Concurrent Enrollment CTE Teachers: Perkins funds will be used to provide current secondary CTE teachers with time for collaboration within and across their districts to incorporate core academics into CTE courses (i.e. - Math for the Trades), develop and/or strengthen career-connected Programs of Study that lead to recognized post-secondary credentials, and analyze materials, equipment, and resources to ensure they reflect current workplace standards and practices. Funds will also be used for professional development from industry and CTE experts to support CTE programs across the consortium.

ORIGINAL RESPONSE:

The DCTC consortium surveyed advisory committees, school administrators, students and CTE teachers to attain feedback from a range of stakeholders and community led agencies. Information was also gathered from MN DEED LMI and the DCTC/IHCC Institutional Research department. Through our monthly communications, stakeholder surveys and advisory committee meetings the consortium recognizes that there is a need to developing new career guided pathways for students. Program areas considered high demand or in demand per MN DEED LMI will be explored.

The gap that still exists is that students who pursue extended CTE programs will continue to lose out on other core course options within the regular school setting. We will work to increase the number of concurrent courses offered with in the member districts CTE programs.

A struggle that continues is that most CTE programs do not allow for dual credit earning options that would fulfill state graduation requirements. This limits the opportunity to take and complete a variety of CTE courses. Another struggle is the gap in future teaching staff that would be licensed to teach a state approved CTE program. While a few staff have explored working towards getting CTE certified through the portfolio review process, we will need to continue to support any new or interested staff members who want to pursue licensure or certification to teach a CTE program through processes that provide for concurrent enrollment teaching approvals. We will use funds to address the cost of CTE teacher credentialing to help with recruitment of new staff and time spent on curriculum writing and development that addresses implementation of core academics into career tech courses. i.e. Math for the Trades.

DCTC is developing the Summer Scholar program that provides summer credit recovery and a career and college exploration experience. The project came out of the wishes of the high schools to inspire students who “don’t play school well” to understand why continuation of their education will be to their long-term benefit and to understand various educational paths to careers that make a livable wage and allow for personal career satisfaction. The technical education pathway collaboration provides students with information and incentive to successfully complete their required high school coursework and look to post-secondary options in high-demand industries. Summer 22 will be the second year of the pilot with Perkins funds supporting bussing to bring the students from the high school to the campus and for fieldtrips. This program addresses the need for summer CTE programming, equal access and transportation issues for students.

The Summer Scholar program is in it's second year of the technical education pathway pilot being funded primarily through a grant. Perkins funds are supporting bringing students from the high school to DCTC for this career and college exploration experience. All of the students in the program are exploring CTE areas of study.

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

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your completed CLNA Framework

Perkins-V-CLNA-ReportingDCTC-March-2022 (Drew).docx

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

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

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

Enter your responses to Narrative #2 in the space provided below:

The priorities for the consortium will be focused on Human Service, Business Administration, Engineering & Manufacturing and Health Science programs. Our CLNA determined the best way to support our POS is through the purchasing of industry standard equipment and technology for our member districts for the programs of student prioritized below as well as supporting professional development of the instructors.

Revised (Date)

Add text here.

Education & Training

Member districts will start to develop education and training pathways to help with recruitment, retention and teacher licensure. Funds will be used to provide support for ongoing professional development and work towards CTE certification. ISD 917 will be looking to partner with all the member districts to start the development of an education and training program to help with recruitment, retention and teacher licensure.

Page 3, Element 2, Page 3, Element 4, Page 11, Strength/Gaps, Priorities, Professional Development, Page 15, Gaps, Priorities, PD, Resources, Support, Page 17, Strategy 1, Strategy 2, Page 19, Strengths/Gaps, Priorities, Policies, PD, Resources, Support, Page 20, Strategy 1, Strategy 2

Business Administration & Management

There is a growing need in the community to better prepare students for the business management world with so many people exploring entrepreneurship in small business startups. Blue Sky will be adding QuickBooks and social media courses to grow our business administration program. IT support and work experiences will be supported through the Perkins budget.

Page 3, Element 3

Tri-District is continuing work on health care, business and English concurrent credit.

Source: Dakota County Labor Market (MN DEED LMI)

Industry	Establishments	Employment	Avg. Annual Wage
Administrative and Support Services	590	7,962	\$46,592
Management of Companies	83	4,327	\$104,676

Business

For the purposes of this analysis, Business will include those jobs found within the following major industry sectors: Finance and Insurance; Professional, Scientific, and Technical Services; Administrative and Support Services; and Management of Companies. Occupations found within these industry sectors typically require higher levels of post-secondary education, and have higher median wages.

Finance and Insurance is Dakota County’s seventh largest-employing industry sector, with 601 establishments supplying 11,494 jobs. Two-thirds of these jobs are found within Insurance Carriers, with another quarter found within Credit Intermediation and Related Activities. While employment in this sector only dropped by 1.8% between the second quarters of 2019 and 2020, it continued to drop by 8.4% the following year. There is high demand for workers in this industry, however, with about 900 job postings in Dakota County at the beginning of 2022. Top occupations in demand for this sector include Customer Service Representatives; First-Line Supervisors of Office and Administrative Support Workers; Marketing Managers; Management Analysts; Bookkeeping, Accounting, and Auditing Clerks; Accountants and Auditors; Securities, Commodities, and Financial Service Sales Agents; Insurance Sales Agents; Financial Managers; and Tax Preparers.

There were 7,962 Administrative and Support Services jobs at 590 establishments in Dakota County in Q2, 2021. Larger-employing sectors within this major industry include Employment Services (3,069 jobs) and Services to Buildings and Dwellings (2,369 jobs). Demand for workers in this industry sector is high, with nearly 900 job postings reported by employers at the beginning of 2022. Top specific occupations in demand include Customer Service Representatives; General Office Clerks; First-Line Supervisors of Office and Administrative Support Workers; General Maintenance and Repair Workers; Janitors and Cleaners; Sales Representatives; Laborers and Freight, Stock, and Material Movers; Secretaries and Administrative Assistants; Security Guards; and Receptionists and Information Clerks.

Dakota County had 1,225 Professional, Scientific, and Technical Services establishments supplying 7,912 jobs during the second quarter of 2021. Larger employing sectors within this major industry include Computer Systems Design and Related Services (2,558 jobs); Architectural, Engineering, and Related Services (1,758 jobs); Other Professional, Scientific, and Technical Services (982 jobs); and Management, Scientific, and Technical Consulting Services (968 jobs). Many of those jobs in demand for Professional, Scientific, and Technical Services are within the Information Technology field, including Software Developers; Computer Systems Analysts; Computer User Support Specialists; Network and Computer Systems Administrators; and Information Security Analysts. Other in-demand occupations in the industry in Dakota County include Accountants and Auditors; Management Analysts; Sales Representatives; Market Research Analysts and Marketing Specialists; and Customer Service Representatives. Dakota County had approximately 620 job postings for occupations in Professional, Scientific, and Technical Services at the beginning of 2022.

Transportation & Manufacturing

Information provided from the labor market supports the continued need, growth, job placement and development of future workers that are in demand in this field. Equipment and work experiences will be supported with Perkins funding.

Page 8, Strengths/Gaps,

Strengths – Incorporation of Math for the trades

Gaps – Language, vocabulary and reading of technical manuals

Page 15, Priorities

-We will explore the option of creating Programs of Study that would support MN DEED identified areas of shortage for certain careers. Ex: Teacher Prep, Medical Careers, Welding, Manufacturing

Source: Dakota County Labor Market (MN DEED LMI)

Total, All Industries	11,261	182,264	100.0%	\$60,684
Manufacturing	480	18,718	10.3%	\$72,124
Transportation and Warehousing	442	13,570	7.4%	\$66,248

Transportation and Warehousing

There were 442 Transportation and Warehousing establishments in Dakota County supplying 13,570 jobs during the second

quarter of 2021. This made it the county's sixth largest-employing industry sector at that time. The largest share of these jobs were in Truck Transportation (5,022 jobs), Couriers and Messengers (1,871 jobs), Support Activities for Transportation (1,701 jobs), and Transit and Ground Passenger Transportation (1,622 jobs). This industry's 6.3% loss of employment between the second quarters of 2019 and 2020 was less severe than the county's total employment loss during that time (-12.9%). This sector did continue to lose jobs between the second quarters of 2020 and 2021, however (-644 jobs; -4.5%). According to Talent Neuron, there were nearly 500 job postings in Dakota County in Transportation and Warehousing at the beginning of 2022. Those occupations with the most postings included Heavy and Tractor-Trailer Truck Drivers; Stock Clerks and Order Fillers; Customer Service Representatives; Light Truck and Delivery Services Drivers; First-Line Supervisors of Transportation and Material Moving Workers; Laborers and Freight, Stock, and Material Movers; Bus and Truck Mechanics and Diesel Engine Specialists; Industrial Truck and Tractor Operators; Transportation, Storage, and Distribution Managers; and Shipping, Receiving, and Traffic Clerks.

Manufacturing

Manufacturing, with 18,718 jobs at 480 establishments, rounds out as Dakota County's third largest-employing industry sector. It should be noted that where the average establishment size for Health Care and Social Assistance in the county is 13.9, and the average establishment size for Retail Trade is 20.4, the average establishment size for Manufacturing is much larger, at 39.0. It should also be noted that Manufacturing has significantly higher average wages. The typical Manufacturing worker in Dakota County earns \$11,440 more per year than the typical worker overall working full-time and year-round. Those Manufacturing subsectors with the most jobs in Dakota County include Food Manufacturing (3,150 jobs); Computer and Electronic Product Manufacturing (3,019 jobs); Fabricated Metal Product Manufacturing (2,849 jobs); Plastics and Rubber Products Manufacturing (1,529 jobs); Miscellaneous Manufacturing (913 jobs); Furniture and Related Products Manufacturing (858 jobs); Chemical Manufacturing (812 jobs); and Machinery Manufacturing (799 jobs).

Manufacturing's 5.7% decline between the second quarters of 2019 and 2020 (-1,083 jobs) was not as severe as the county's total employment loss during that time (-12.9%). More recently, this sector regained 852 jobs (+4.8%) between the second quarters of 2020 and 2021. During this time, growth was led by Food Manufacturing and Chemical Manufacturing, with moderate growth witnessed in Fabricated Metal Product Manufacturing, Beverage and Tobacco Product Manufacturing, Transportation Equipment Manufacturing, and Plastics and Rubber Products Manufacturing.

According to Talent Neuron, there are nearly 500 current Manufacturing job postings in Dakota County. Assemblers leads with the most current job postings, with demand for other titles like Retail Customer Service Associates, Equipment and Machine Operators, Manufacturing Engineers, Customer Service Representatives, Maintenance Technicians, Operations Supervisors, Welders, Software Engineers, Mechanical Engineers, and Electronics Technicians. Specific Standard Occupational Classification (SOC) titles with the most postings related to this industry include Heavy and Tractor-Trailer Truck Drivers; Customer Service Representatives; Sales Representatives; First-Line Supervisors of Production and Operating Workers; Laborers and Freight, Stock and Material Movers; Industrial Engineers; Assemblers and Fabricators; Mechanical Engineers; Industrial Production Managers; and Welders, Cutters, Solderers, and Brazers.

Healthcare

Labor market data supports the prioritization of supporting healthcare programs in the schools. Two Rivers will be adding a CNA program for the 22-23 school year to help grow the therapeutic services program. Funding will be used for equipment and professional development.

certain careers. Ex: Teacher Prep, Medical Careers, Welding, Manufacturing

Source: Dakota County Labor Market (MN DEED LMI)

Total, All Industries	11,261	182,264	100.0%	\$60,684
Health Care and Social Assistance	1,699	23,542	12.9%	\$45,916

Health Care and Social Assistance

Out of 20 major NAICS industry sectors, Health Care and Social Assistance is Dakota County’s largest employing. As of Q2, 2021, there were 1,699 Health Care and Social Assistance establishments in Dakota County supplying 23,542 jobs. As such, Health Care and Social Assistance made up approximately 12.9 percent of the county’s total employment.

Between the second quarters of 2019 and 2020, this sector lost 2,597 jobs (-12.2%). Much of this loss was recovered, however, as the sector gained 2,182 jobs (+10.2%) between the second quarters of 2020 and 2021. Over the past decade, Health Care and Social Assistance in Dakota County has grown by 5,846 jobs (33.0%). As such, this sector has accounted for nearly three-fifths (58.8%) of the county’s total employment growth since 2011.

According to Talent Neuron, there are approximately 1,154 current Health Care and Social Assistance job postings in Dakota County. 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.

Special Populations

The consortium plans to use funds to continue the work of creating a consortium-wide career pathway brochure that provides a scope and sequence of all programs of study offered. This will inform member districts with an in-depth overview of career pathways in order to better serve students with disabilities.

- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?

Summer Scholar

Page 3, Element 5, Page 8, Priorities, New/Modified Policies, Page 11, Policies

Summer Scholar is an opportunity to provide a deeper insight to the CTE programs offered at DCTC to students who may not have understood the possibilities in high demand areas while providing them with the required summer credit recovery.

- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

Page 8, Subpopulation of students, Page 15, Strengths, Gaps, Page 15, Policies, Page 16, PD, Resources

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

8.1.22 Dakota County Consortium--State-Recognized and Funding Priorities.xls

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies**WIOA Narrative**

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

The DCTC K12 Director and the 917 Perkins Coordinator sit on the Dakota WIOA Youth Council. Representatives from a variety of organizations attend and provide important and useful information that is used to guide both Perkins and dual enrollment work. Through this collaboration meetings, job shadowing, mentoring, internship, industry tours and job placement opportunities are shared through out the Consortium. ISD 917 has added additional support for member district with the services of career guidance and academic counseling through our CTE counselor. Members of the local career workforce agencies will present to students, parents and instructors on current labor market industry updates and findings.

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

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

We will continue to help provide opportunities for professional development and collaboration between our CTE and core academic teachers that will help them develop ways to work together. These strategies will include expanded collaborations between secondary and postsecondary educators. Communication will be delivered to districts through email, newsletters, workshops, etc. These meetings will focus on sharing and the development of strategies that allow for alignment with industry standards and demand.

DCTC programming with the high schools includes articulated credit, concurrent enrollment and contract class offerings. All three of these programs require collaboration with the high school partners, both administrative and instructional, to successfully teach the relevant course materials. In doing so, the quality of education for the students increases.

DCTC also focuses dollars on assisting students with tutors in classes that are required for program completion. The success rate of this practice shows in the retention and completion outcome numbers. In AY23, DCTC will review the use of tutors and make a plan on how to move forward with funding.

DCTC uses funding for Technical Skills Assessments. Areas of testing are based on student enrollment and need for a given year.

Post-secondary leadership will work with the VP of Student Affairs over the Fall semester to create a plan to move positions from Perkin to the Gen Funds over the next three years.

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

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

Revised Response (8/15/22):

The review of our Consortium data during the CLNA process for fiscal year 2021 indicated an increasing percentage of students with disabilities participating in secondary CTE programs. At ISD 917, 68% of CTE students have IEPs. To ensure special populations are not discriminated against, reduce barriers to CTE access, and prepare special populations for high-skill, high-wage occupations that will lead to self-sufficiency, we are adding a .25 School Counselor who will focus specifically on special populations within CTE. The goal of this effort is to develop a model for CTE counseling to support students throughout our consortium, strengthen and streamline communications within and across programs, and ensure appropriate support for students with disabilities in CTE programs.

The consortium plans to use funds to continue the work of creating a consortium-wide career pathway brochure and handbook that provides a scope and sequence of all programs of study offered to better recruit, support, and retain special populations in CTE programs.

Original Response:

The review of our Consortium data during the CLNA process for FY21 indicated a strong need to address special populations related to the barriers of transportation and school requirements. These barriers no longer exist now that we have survived the covid pandemic. Covid directly affected transportation for students with disabilities prohibiting them from accessing CTE courses that require hands on instruction. ISD 917's career tech center is at an all time high in enrollment of students that have IEP's. 68% of our student population are students with disabilities. This has led to the addition of a school counselor being hired to help streamline communication and provide instructional support to student transitioning to 917 for courses that increase their success in life after secondary education. All of 917's secondary programs provide the opportunity for students of all skill sets to be a part of our courses. We will provide guided tours of our career tech center to member districts special education case managers to help them develop a better understanding and knowledge of career tech courses available to their students with disabilities for future placement and post secondary planning.

DCTC is focusing dollars on an advisor who will be dedicated to assisting the Veterans population to guide them through course and pathway decisions.

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

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

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Enter your response here:

Currently, all our member districts have access to approved work-based learning programs in the consortium through ISD 917. At the secondary level, we would like to help more member district teachers earn their work-based learning endorsement through the Lakes Country Service Cooperative's alternative teacher preparation program by offering professional development support. The secondary coordinators will encourage CTE teachers to discuss the opportunity of work-based learning, internship, or apprenticeship with their local advisory committees to start the process of partnering to create job placement opportunities. ISD 917 offers career seminar to all our member districts. This course is available to all students including students with disabilities who are gaining valuable professional and personal skills that are transferable into the work industry and life. These opportunity accessible through job shadowing, summer internships, school year job placement and jobsite visits.

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

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 7: Early College

Early College Narrative

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

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

Enter your response here:

DCTC and ISD 917 have an Early/Middle College Partnership for students. The partnerships allows for students from all our consortium secondary programs the opportunity to attain an associate degree with an industry certification in the medical career or manufacturing and engineering career through DCTC and IHCC. We also offer the opportunity for students to attain articulated credits in engineering and manufacturing with DCTC and IHCC through our Transportation programs (Automotive Technology & Heavy Duty Truck). We will be offering TSA and behind the wheel exams for CDL certifications in our heavy duty truck program, ASE certification in automotive and will offer ServSafe certification in our fundamental chef course. These courses are directly aligned with DCTC's Transportation program requirements.

DCTC added concurrent enrollment programming during AY20 with continued efforts to expand offerings through both DCTC and IHCC. The ongoing block of CE is the credentialing of teachers, specifically, the recency requirements. Both colleges look for opportunities to serve the high schools as they view CE as an important tool in helping students understand the career options available to them. DCTC is starting preparations for NACEP accreditation for when it is eligible to apply. Funding is used to support the staff that administers the college/high school partnerships.

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

ISD 917 has proposed developing an education and training POS in partnership with the member districts and DCTC to grow instructors in the career fields. We will collaborate with secondary instructors to provide additional training for endorsements in WBL, TechEd, and CTE core skills. We will collaborate with ACTE, MNACTE, MACTA, to create recruitment strategies for CTE professionals that are recognized as best practices from business and industry. We will partner with the humanities center to encompass a more focused and intentional approach with reaching teachers of under-represented communities.

- We will be creating a mentoring program for our secondary teachers, matching them with the same content area instructor at the post secondary level

- We will be creating focus or affinity groups that allow teachers of same background to communicate with one another addressing some of the challenges they are faced with on a daily bases

- We will use funds to cover sub cost for teachers to attend career focused professional development

Post-secondary funding will be used to support staff and faculty attendance at the MN CTE and the NACEP conferences as well as other training opportunities that increase knowledge and skills in the CTE and concurrent enrollment areas.

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

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

- **There continues to be a gap in participation of BIPOC students taking CTE courses throughout member district schools**
- Academic & technology support for special population students who struggle with the reading of instructional materials
- At the secondary level we will be intentional with the use of our technical tutor support by having them meet one on one with students to address performance gaps.
- We will provide support through funding and materials for local outreach initiatives targeting families of CTE-identified marginalized groups within the member school districts
- Increase consortium access and engagement with BIPOC professionals to increase representation and awareness of CTE careers among prospective students.

The performance levels at DCTC are within the margin of error of being on target. We believe a part of the positive retention and completion rates are due to the investment in tutors for the students in the CTE areas. The tutors help in various areas including math and English/writing courses which are required for program completion. DCTC is interested in increasing participation of BIPOC and non-trad students, and therefore, is investing Perkins funds into an admissions representative that will focus on recruiting underrepresented populations to the career programs.

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

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium’s formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium’s governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

Our consortium is made up of 9 School Districts (Hastings, Randolph, Simley, S. St. Paul, West St. Paul, Farmington, Northfield, BlueSky Online, ISD 917) and Dakota County Technical College. We operate on a consortium wide leadership team format that meets once a month. By meeting on a monthly basis we are able to discuss and address all the required aspects of a consortium governance model. Agendas for monthly meetings are driven by the CLNA and the consortium plan. Sept. thru Feb plan implementation, Feb thru March evaluating progress, and March thru May developing recommendations for action plans to be included in the next consortium plan.

Through this leadership team we will continue to explore all possible options for ways to increase student involvement through all our programs by seeking input from a wide range of participants in our meetings. We invite and include representation from career workforce agencies and MDE specialists to provide updates on their specific Programs of Study.

Process for submission and evaluation of funding requests:

- Priority spending is given to approved POS identified in our consortium plan that are aligned to CLNA priorities
- Detailed request for funds on a proposed expenditure are completed through the RFP document and evaluated by the consortium leader and governance team
- Approvals are based on if the item will be available to students during the same school year, innovation, aligned with industry standards
- Once approvals are confirmed, there is a confirmation document sent to the school requesting with details related to the amount approved for

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

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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

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

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

Please provide the following:

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

Enter your response here:

The Dakota consortium will focus its reserve dollars on the development of POS which will include curriculum resources, teacher recruitment and professional development, online CTE simulation, industry standard equipment, student learning opportunities and bussing for student experiences at DCTC or related field trip experiences. The consortium will also focus on issues around performance gaps with the hope to see more gender and ethnicity balance in specified career fields and related subjects that will allow students to progress in their education toward a CTE credential.

- POS
- Teacher Recruitment

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (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(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	500.00
Postsecondary Subtotal	500.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	500.00
Secondary Subtotal	500.00
TOTAL	1000.00

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Carmen Eaton	Counselor	Secondary		20	15000
TBD	Consortium Coordinator	Secondary		25	37000
TBD	Vet Tech Tutor	P/S			5000
Kate McMenomy	Allied Health and Bio Tutor	P/S		100	8000
Fio Haire	Math Tutor	P/S		100	24000
Justin Jones	Writing Tutor	P/S		100	51600
Michele Kleeberger	Gen Tutor	P/S		100	36000
TBD	Veteran Academic Adv	P/S		100	10000
Allison Chuick	K12 Coordinator	P/S		100	25000
Mary Jo Gardner	Dir K12	P/S		40	30000
TBD	Admissions GA	P/S		100	10000

Attach all Position descriptions as .PDF documents prior to submitting this application

Position Description

Vet Tech CLA-1 PD.docx

Position Description

CLA PD Allied Health and Bio.doc

Position Description

CLA PD Math.doc

Position Description

CLA PD Writing.doc

Position Description

CLA PD General-Accounting.doc

Position Description

K12 Academic Coordinator MnSCU AP 1 06-18-2019.pdf

Position Description

Director of K12 Partnerships MnSCU AP 3.docx

Position Description

Admissions GA.docx

Position Description

Dakota County Secondary Consortium Perkins Coordinator 21-22.docx

Position Description

Veterans Aca Advisor 05-04-22.docx

Position Description

CTE PAR Carmen .pdf

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statements of Assurances (Attached as one large PDF file):

Statement of Assurance .pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Combined-Secondary-Postsecondary-Budget-Dakota County (New).xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Dakota County Perkins Inventory Log FY22 - Sheet1.pdf

Improvement Plan

Additional Material

Consortium-Membership-List.docx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

