



FY23-FY24 Second Year Update

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

Submitted by Marci Levy-Maguire

Submitted on 07/28/2023 4:14 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

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 Ohrn, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

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Fund Activity Categories

Education

Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

Award Information

Award Period

07/01/2023 - 06/30/2024

Submission Information

Submission Window

Closes 07/28/2023 11:59 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-FY24 Second Year Update

Award Requested

\$503,241.45

Total Award Budget

\$503,241.45

Primary Contact Information

Name

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Project Description

Consortium Membership List

Consortium Membership List

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

Special School District 6 (South St. Paul Public Schools)

Independent School District 192 (Farmington Area Public Schools)

Independent School District 195 (Randolph Public Schools)

Independent School District 197 (West St. Paul-Mendota Heights-Eagan Area Schools)

Independent School District 199 (Inver Grove Heights Schools)

Independent School District 200 (Hastings Public Schools)

Independent School District 659 (Northfield Public Schools)

Intermediate School District 917

Charter School 4082 (BlueSky Online)

Dakota County Technical College

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

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

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

Enter your CLNA response below.

Overall Results of CLNA:

In 2022, the Dakota County Perkins 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 recognized 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.

In 2023, we still recognize the above needs as well as the following:

- Strengthened understanding of CTE purposes, funding, programming, licensing, and measures of success across districts.
- Alignment of Advisory Committee work to outlined expectations for Advisory Committees, including greater representation of industry professionals and other stakeholders, protocols for discussion and advisement, and clarification of roles and

responsibilities, including Perkins Consortium governance.

- Preparation for Program Approval - Due to a high percentage of turnover among CTE teachers, Perkins Coordinators, and school and district administration during the past few years, our Consortium does not have a tremendous amount of institutional knowledge regarding the evolution of CTE programs within and across districts. In addition, the updating of CTE frameworks offers opportunities for professional learning for current CTE staff and alignment of curriculum, instruction, assessments, materials, and equipment to the updated frameworks.
- Increased Student Demographic Diversity in CTE Courses - As our districts, schools, and CTE programs become more diverse, we see a need to strengthen teacher preparation and professional development to design, collaborate on, and/or adapt supports for students within their programs.

Priorities from CLNA to be supported by Perkins funding:

- Guided Secondary, Postsecondary, &/or Career Pathways Guide Development - As we complete the Program Approval process for FY24-FY25, we will design an accompanying Dakota County Perkins Consortium Career Pathways Guide to strengthen understanding of CTE and CTE programs throughout our districts.
- Strengthen Career Exploration and Development Activities for Middle and High School Students Across Districts - Develop and strengthen opportunities for students to learn about careers through discussions with industry professionals and hands-on opportunities. Engage CTE Student Leadership Organizations in collaboration across districts to develop activities to explore and promote career pathways.
- Increased Engagement of Students with Industry - Intentional field trips for CTE students to engage with industry professionals in working environments.
- Strengthen Understanding of Consortium District Representatives of CTE Purposes, Funding, Programming, Licensing, and Measures of Success - Provide time for Consortium members to collaboratively develop presentations for school and district administrators and Consortium CTE teachers to present in summer/early fall 2023.
- Support Professional Development for Individual CTE Staff Members to Strengthen Consortium CTE Knowledge and Skills - Provide funds for individuals to attend local, state, and national conferences in our prioritized fields of study. Develop templates/ideas for individuals to share what they learn with the entire Consortium.
- Develop Consortium Website/Web Pages - Design a website or web pages on an existing district website to store all Consortium documents, promote CTE programs, and highlight the work of the CTE staff and students in Consortium districts.
- Develop Goals and Measures of Success for CTE Programs and Perkins Activities - Align all courses and programs to updated CTE Frameworks and ensure authentic assessments lead to readiness to meet industry standards.

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 CLNA Framework here:

Dakota County Perkins Consortium 2022 CLNA.pdf

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 file.

Additionally, provide the following information in the space below:

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

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

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

SECONDARY NARRATIVE

ISD 917, as a central hub for numerous districts, will create a 0.5 FTE CTE Connections Liaison position to establish and strengthen relationships among secondary students and staff, industry, local communities, post-secondary institutions, and advisory boards to strengthen our Programs of Study. The CTE Connections Liaison will concentrate on the prioritized programs of study both at ISD 917 and across the consortium.

Our prioritized career pathways for the 2023-2024 school year are: 1) Construction, 2) Communications Technology, 3) Network Systems, 4) Transportation Operations, 5) Health Science Support Services, 6) Animal Systems, and 7) Consumer Services.

We prioritized these pathways based on our CLNA results, current local jobs data, breadth of programming across consortium districts, and alignment with efforts at the post-secondary level to strengthen healthcare and manufacturing programs.

As we prepare for program approval for 2024-2025, we will conduct a new CLNA and each consortium district will conduct a thorough review of current CTE programming, funding, strengths, and needs to determine a five-year plan.

Below is a summary of how our CLNA and current data from DEED (MN Employment and Economic Development, 2023) and CareerExplorer (CareerExplorer, 2023) supports our prioritized State-recognized POS and the specific actions we will take to support them. For each prioritized SR-POS, we will strengthen our work with Advisory committees to ensure we are using industry-standard equipment, materials, curriculum, instructional strategies, and assessments, including certification exams.

1) **Construction** - The average salary for a construction worker in Minnesota is \$46,690 per year and there were 4,289 job openings available in “Construction and Extraction Occupations”, which makes this a high-skill, high-wage, high-demand career path. Nearly $\frac{2}{3}$ of our consortium members typically send students to the ISD 917 construction program, and four consortium districts have their own construction programs. At ISD 917, after the retirement of a long-time Construction Trades teacher, they paused the program while seeking an appropriately licensed and qualified replacement. They have now secured a teacher and are redesigning the program to meet industry standards. Since less than 11% of the construction workforce is made up of women who earn less than 83% of men in construction (NAWIC, 2023), the subpopulation we will focus on in construction is girls and women. We will also work with post-secondary and industry partners to establish clear pathways for students in the field of construction.

2) **Communications Technology** - Current data shows 4,445 job vacancies in “Computer and Mathematical Occupations” and an

average salary of \$53,770 per year for IT Support Specialists in Minnesota, which makes this a high-skill, high-wage, high-demand career path. Four of our nine consortium districts have Communications Technology programs: ISD 192, ISD 197, ISD 200, and ISD 917 (which serves multiple districts). We plan to strengthen these programs by collaborating with post-secondary and industry partners to ensure our programs use industry-standard equipment and materials while implementing curriculum, instructional strategies, and assessments that prepare students for post-secondary learning and the workplace.

3) **Network Systems** - Current data shows 4,445 job vacancies in “Computer and Mathematical Occupations” and an average salary of \$53,770 per year for IT Support Specialists in Minnesota, which makes this a high-skill, high-wage, high-demand career path. Two of our nine consortium districts have Network Systems programs: ISD 192 and ISD 917 I(which serves multiple districts). We plan to strengthen these programs by collaborating with post-secondary and industry partners to ensure our programs use industry-standard equipment and materials while implementing curriculum, instructional strategies, and assessments that prepare students for post-secondary learning and the workplace.

4) **Transportation Operations** - Current data shows 13,374 job vacancies in Minnesota in “Transportation and Material Moving Occupations” and average salaries of \$49,850 for truck drivers and \$84,000 for transportation planners in Minnesota, which makes this a high-skill, high-wage, high-demand career path. Only ISD 917 has this program, but they serve students from multiple districts. The unique learning environment of ISD 917’s CTE programs, located within DCTC and just down the hall from post-secondary Transportation Operations programs, makes this an ideal program for support. We plan to strengthen this program by collaborating with post-secondary and industry partners to ensure our programs use industry-standard equipment and materials while implementing curriculum, instructional strategies, and assessments that prepare students for post-secondary learning and the workplace.

5) **Health Science Support Services** - As we move beyond the COVID-19 era, we see a great need for new healthcare professionals to join the field. In Minnesota, in 2022, there were 18,828 job vacancies in “Healthcare Practitioners and Technical Occupations” and 16,052 vacancies in “Healthcare Support Occupations” with average salaries of \$46,970 for community health workers and \$46,920 for medical assistants, which makes this a high-skill, high-wage, high-demand career path. Currently, ISD 917 is the only district in our consortium with an approved Program of Study, and we seek to strengthen this program through increased collaboration with post-secondary and industry partners. Other districts in our consortium have health sciences classes, but they are not approved programs. As we move forward, they may seek approval.

6) **Animal Systems** - Current data shows 1,333 job vacancies in Minnesota in “Farming, Fishing, and Forestry Occupations” and average salaries of \$35,640 for veterinary technicians, \$61,910 for animal scientists, and \$60,820 for farm managers in Minnesota. No matter which path students take, they will meet at least two of the components of a high-skill, high-wage, high-demand career path. ISD 192 is currently working to strengthen their Animal Systems program. They are the only district in our consortium with this program, and we want to support its success.

7) **Consumer Services** - Current data shows that “Food Preparation and Serving Related Occupations” has the highest number of vacancies (26,775) in Minnesota. While starting wages for food preparation workers is below the 2018 median wage of \$41,749, there are growth opportunities in this field that requires high skill and is in high demand. At ISD 917, they have a new Culinary Arts teacher who looks forward to updating the equipment, curriculum, instruction, and assessments to meet industry standards. This program is open to students from nine member districts, so it can make a large impact in the region. In addition, we have culinary arts programs in SSD 6, ISD 192, ISD 195, ISD 197, and ISD 659. All districts would benefit from collaborative work with post-secondary and industry partners to strengthen our culinary programs.

POST-SECONDARY NARRATIVE

DCTC is in process of updating current programs of study as well as considering new ones in the areas of healthcare and manufacturing. Perkins funds will be used to support this process with equipment purchases and other allowable expenses.

DCTC will also use funds to support bringing high school students to DCTC to learn about the CTE fields of study and for the Summer Scholar program.

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.

Dakota County S-R-POS-Funding-POS-Spreadsheet 7.12.23.xlsx

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

Workforce Agency 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 your Workforce Agency response below.

Our secondary and post-secondary Dakota County Perkins Consortium Coordinators and Tri-District CAPS Director will continue meeting regularly with the collaboratives led by the Dakota-Scott Youth Workforce Program. In 2022-2023, we began discussing the possible development of more hands-on CTE experiences for students, similar to the EPIC program in St. Cloud or the Bridges program in Brainerd. These programs engage secondary, post-secondary, industry, community, and other organizations in working together to support secondary and post-secondary students to explore career pathways, businesses to promote opportunities in their industries, secondary and post-secondary organizations to align their curriculum, instruction, and assessment to support career readiness, and communities to strengthen connections among individuals and organizations. In 2023-2024, we will continue exploring this option in partnership with our local workforce development programs to implement a plan in 2024-2025, at the earliest. Our CTE Connections Coordinator will establish a relationship with Dakota-Scott Youth Workforce staff to make connections with industry professionals to serve on our Advisory Committees, provide opportunities for work-based learning and apprenticeships, and establish career pathways and systems of support for our special populations in CTE industries.

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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 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 Integrated Academic and Technical Skills response below.

SECONDARY NARRATIVE

Integrating rigorous content aligned to challenging academic standards in our CTE programs is a big focus for us as we prepare for our 2024-2025 program approvals. We plan to provide opportunities for our CTE teachers and their administrators to analyze the updated CTE frameworks and work collaboratively with post-secondary staff and industry professionals to develop plans to meet them. As part of our next CLNA, we will analyze students' academic outcomes data, discuss their progress and performance with general education teachers, and explore the necessary skills that increase opportunity and decrease barriers to success for students in CTE. We will also work to intentionally develop programs of study and courses in which students can earn dual CTE and general education or content-specific credit toward graduation.

Below are some specific actions in some of our consortium districts:

- SSD 6, ISD 197, & ISD 199 - Through the TriDistrict Center for Advanced Professional Studies (CAPS), students have access to Transportation, Business & Entrepreneurship, and Healthcare courses that offer dual credit in CTE and English. The CAPS Computer Science/IT course offers dual credit in CTE and math. While Healthcare and Computer Science/IT are not yet approved Programs of Study, the goal is apply for program approval once teachers are appropriately licensed.
- ISD 200 - Hastings High School has made efforts to combine their technical departments, specifically Industrial Technology, with other core academic offerings. The Industrial Technology department has started and looks to continue to work with other departments, specifically with math, art, english and special education to combine the technical skills with the academic skills in those various departments. The Math and Industrial Technology department have come together to work with making math more applicable through construction, production, design, etc. Specifically, there is collaboration related to improving student comprehension related to measurement, fractions, cost calculations, and estimating. In collaboration with the Art department, Industrial Technology has been working toward implementing art standards, including presenting student work, into their Drafting, Metals, and Woodworking courses. As they move forward, they would like to continue to collaborate with various departments so that students can continue to see a cross correlation between the technical fields offered in Industrial Technology / Business / Horticulture with the core academic courses. They hope to,

eventually, offer a co-teaching model and/or dual enrollment in a math for trades course with one of their Industrial Technology courses.

- ISD 659 - The CTE department at Northfield High School is always looking for ways to partner with core subject areas. For example, the Tech. Ed. group is looking to do a combined sculpture project between the advanced metal fab course and the 3D sculpture course in the art department. Every student is involved with a school wide career and college readiness curriculum that happens on Tuesdays during our FLEX period. All students get exposed to different opportunities that run the gamut of possibilities for life after high school. Sophomores also attend an every other year career fair that is hosted at Northfield Middle School. On the off year, students attend a career fair at Cannon Falls High School.
- ISD 197 - During the past two years, ISD 197 has made a concerted effort to strengthen collaboration within and between all CTE programs and core academic content areas. With district-level support, they began their CTE curriculum review process in spring 2023 to conduct the Year 1 work of curriculum review. They brought all CTE teachers from their Business, FACs, and Technology Education programs, as well as teachers from CTE-aligned courses in core content areas to conduct internal and external environmental scans, review student performance and achievement data in CTE areas, solicit student and family feedback, review state and national standards and requirements, and identify strengths and weaknesses. This Year 1 curriculum review work will wrap up mid-year 2023-24, and their team will then begin Year 2 curriculum review in winter/spring 2024. This Year 2 curriculum review work entails developing new programs, making recommendations on innovations and improvements in existing curriculum and areas, reviewing instructional resources and making recommendations, and researching certification, internship and accreditation possibilities. ISD 917 has also created a robust and meaningful district-level CTE Advisory Committee which has been instrumental in identifying goal areas for the next three to five years based on current labor and workforce trends. This group will play a pivotal role in the work that is developed through the CTE curriculum review process noted above.

POST-SECONDARY NARRATIVE:

DCTC 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 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 the Gen Funds over the next three years. DCTC uses funding for Technical Skills Assessments. Areas of testing are based on student enrollment and need for a given year.

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- 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.

Perkins V defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Enter your Special Populations response below.

SECONDARY NARRATIVE

Over time, we have seen an increase in the percentage of students with diverse needs, especially students with IEPs, enrolling in CTE courses. At ISD 917, where students from up to nine member districts attend CTE courses, our consortium has funded a portion of a School Counselor's salary to communicate and collaborate with member districts and ISD 917 staff to ensure students' needs are met and barriers to access are decreased. The 2023-2024 school year will be the third year of this pilot project, and our consortium will evaluate its success to determine how we can support students across districts in the future.

This year, we recognized a need to strengthen our data collection and analysis regarding student enrollment, academic progress, academic performance, post-secondary enrollment, career path, etc., and we plan to develop strategies for this during the 2023-2024 school year. While some of this information is available from existing sources, some is not. Our consortium will work with our Advisory Committees and other stakeholders to fill the gaps in our data as much as possible so we can better understand the successes of and barriers for our students.

In SSD 6, ISD 197, and ISD 199, the TriDistrict CAPS program works hard to ensure their program enrollments are reflective of their student populations. They work with school counselors, case managers, EL staff, and cultural liaisons to support students and CTE staff. They also collaborate with post-secondary partners during and beyond Advisory Committee meetings.

In ISD 200, CTE staff have been working closely with the counseling department, special education, and EL staff to better understand the changing demographics of their school population and reimagine their curriculum to support a more diverse student population to meet course expectations. They hear from their partner businesses and organizations that there are many opportunities for students with a variety of backgrounds, and they are working toward preparing more students for those opportunities. They also recognize a need to engage more girls in CTE courses, and they are working with counselors and student groups toward that goal.

In ISD 659, the CTE departments at Northfield High School welcome all learners into their classrooms and shops, and they recently put together student profiles based on enrollment data to better understand who their current students are. During professional learning communities (PLCs), they will analyze these profiles and actively develop plans to understand and address barriers they see as obstacles for students of special populations to take CTE courses.

students; 2) non-traditional students; and 3) adult learners. These targeted areas align with DCTC's overarching Strategic Plan and DCTC's Strategic Enrollment Management (SEM) Plan goals. These funds would be used to develop targeted digital advertising, print advertising, and postcards to these groups with the goal of increasing enrollment, and retaining, underrepresented students (e.g., students of color), nontraditional students (e.g., women in traditionally male-dominated fields), and adult learners (e.g., students 25 years and older). The advertising would reflect DCTC's mission of Education for Employment as well as DCTC's key value propositions: affordable tuition, easy transfer and hands-on learning.

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- 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.
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- 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.

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure (5S3).
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

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

Enter your Work-based Learning response below.

Our consortium sees a great benefit of more endorsed Work-Based Learning teachers to increase access for students to work-based learning opportunities. For that reason, we have invested in professional development through Lakes Country Cooperative to support teachers across consortium districts to learn how to work toward that endorsement. In addition to increasing our number of endorsed teachers, our CTE Connections Coordinator will support ISD 917 and other districts to establish and strengthen relationships with industry partners who will be able to provide our students with WBL opportunities.

Below is information about how some of our consortium districts plan to support work-based learning programs:

- SSD 6, ISD 197, ISD 199 - The TriDistrict CAPS program supports all three districts and was instrumental in coordinating professional development for staff to learn more about what is required to attain their WBL endorsement. In Two Rivers High School (ISD 197), they will add a stand-alone WBL program during the 2023-2024 school year. Integrated into this work is regular involvement with community employers, workforce development organizations, and community, civic, and non-profit organizations.
- ISD 200 - Hastings High School seeks to expand opportunities for students who are interested in specific career fields. The overarching goal is to make connections between the various CTE courses currently offered, including metals, Woodworking, Drafting, Electronics, Automotive, Greenhouse, etc., with local businesses where students can work in a cooperative/internship setting. This would allow students to connect the knowledge and skills they develop in class with careers in a real-world setting using industry-standard equipment and materials.
- ISD 917 - At ISD 917, the WBL teacher will work with the CTE Connections Coordinator to establish and strengthen relationships with local industry professionals to create opportunities for students seeking careers in CTE fields.

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 Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

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

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

Enter your Early Postsecondary Credit response below.

SECONDARY NARRATIVE

Our consortium continues to focus on strategies to provide students with post-secondary credit opportunities. As we move into the 2023-2024 school year and toward our program approvals in 2024-2025, we will review all current programs of study and strengthen our pathways to high-skill, high-wage, high-demand careers by, among other strategies, understanding and supporting professional pathways for more CTE teachers and post-secondary instructors earn appropriate licensure for concurrent enrollment courses. We will also examine our existing secondary CTE programs and consider new ones to provide students with clear pathways to and through post-secondary institutions to a CTE career.

Below are specific strategies to support post-secondary credit opportunities in 2023-2024:

- **CTE Coursework that Earns Credit Equivalency for High School Graduation Requirements** - TriDistrict CAPS programming in Business/Entrepreneurship and Transportation/Trades at SSD 6, ISD 197, and ISD 199 provides students with the ability to earn English credit towards graduation. Their planned program for Computer Science/Information Technology will also allow students to earn math credit.
- **Articulated Credits** - Currently, six of our 9 consortium districts have articulation agreements with post-secondary institutions, according to CTEcredit MN. However, we have little data on student use of articulated courses to earn transcribed post-secondary credit. During the 2023-2024 school year, we aim to gather and analyze historical data from students in our consortium district to determine whether or not to continue supporting this strategy to earn post-secondary credit.
- **Concurrent Enrollment** - TriDistrict CAPS programming in Business and Entrepreneurship at SSD 6, ISD 197, and ISD 199 provides students with the ability to earn college credit from Inver Hills Community College. They will continue to strengthen these courses throughout the 2023-2024 school year. ISD 200 has added courses where students can earn college credit from Chippewa Valley Technical and Community College in College Metals, Child Psychology and Development, and Business Marketing. Moving forward, ISD 200 would also like to expand their transcribed credit options for students in the CTE areas specifically related to construction and drafting courses.
- **Early/Middle College** - As a State-Approved Alternative Program, ISD 917's Dakota County Area Learning School (DCALS) program established an Early/Middle College program with Dakota County Technical College (DCTC). The two organizations are currently collaborating to redesign and promote this program to provide

more students with opportunities to earn dual high school and college credit with a well-defined pathway leading to a postsecondary degree or credential. This work will continue throughout the 2023-2024 school year.

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Certifications-by-Exam - We will continue to support ServSafe certification in our culinary programs, Microsoft Office certification in our Business programs, and Adobe Certified Professional in Visual Design using Adobe Photoshop in our advanced Graphic Design courses. ISD 192, ISD 197, ISD 199, and SSD 6 will also add OSHA certification for Career Seminar (ACTE SPED and Diversified) to prepare students with the knowledge and skills needed to support safety and employee rights in the workplace. ISD 197, ISD 199, and SSD 6, through the TriDistrict program, are also seeking approval for a Computer Sciences/Information Technology program that will include industry certifications in Google IT Helpdesk and Acer Chromebook Technician.

POST-SECONDARY NARRATIVE:

DCTC will continue to support the Director and Coordinator of K12 positions. 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. DCTC will also support articulated agreements.

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 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 Support to Professionals response below.

SECONDARY NARRATIVE

For a variety of reasons, including high turnover of CTE teaching staff in recent years, a shallow pool of incoming licensed CTE teachers, updated CTE frameworks from MDE, and upcoming program approvals for our consortium in 2024-2025, we are prioritizing investments in CTE teacher recruitment and retention and CTE professional development for school and district administrators during the 2023-2024 school year.

- **Teacher Recruitment** - We will: 1) collaborate with consortium district human resources professionals to review and revise, as needed, current CTE teacher and staff job descriptions, 2) collaborate with consortium district human resources professionals to recruit teachers for available positions at online and in-person job fairs, and 3) explore the possibility of creating our own and/or collaborating with other consortia to develop CTE teacher recruitment fairs and/or events.
- **Teacher Retention** - Two consortium goals are to retain existing CTE staff and support their continued professional growth to ensure students are ready to meet today's (and tomorrow's) industry standards upon graduation from secondary and/or post-secondary institutions. For these reasons, we plan to support current teachers in a variety of ways:
 - **CTE Connections Coordinator** - Hiring a CTE Coordinator who will focus on outreach to the CTE community will allow teachers more time to focus on their students and their professional growth.
 - **Consortium-Led Professional Development & CTE Collaboration Sessions** - Throughout the year, we will provide opportunities for secondary CTE teachers, post-secondary CTE instructors, and relevant staff and industry representatives to learn and work together to establish and/or strengthen career pathways, understand and implement best practices in their fields, more strongly align coursework to updated CTE frameworks, and develop professional networks among CTE teachers within and beyond our consortium.
 - **Conference Attendance** - To support the professional growth of our consortium, particularly in our prioritized Programs of Study, we will use Perkins funds to finance CTE teacher attendance at statewide and national conferences in return for them sharing their learnings with the consortium, either through virtual or in-person presentation, collaborative meeting, the development of an artifact, and/or shared notes and

resources.

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Student Attendance at CTE Student Conferences, Competitions, Field Trips, etc. - To engage teachers further, we will use Perkins funds to support student and staff attendance to experience CTE in the real world and engage with students, staff, and industry professionals from around Minnesota.

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CTE Professional Development for Administrators - Beginning in summer 2023, our consortium will provide professional development for school and district administrators to better understand the goals and logistics of Perkins V legislation, our CLNA findings, our 2023-2024 Perkins application, the CTE program approval process, and CTE funding, programming, licensing, etc. The goal of this is to support each district to establish long-term and short-term visions for CTE and align their programs, funding, and actions to those visions.

POST-SECONDARY NARRATIVE:

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

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 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 Performance Gaps response below.

SECONDARY NARRATIVE

As our consortium has focused on developing an understanding of our own and each other's CTE programs this year, we have not yet had the opportunity to conduct a deep dive into our student data. As we prepare for 2024-2025 program approvals during the 2023-2024 school year, we plan to work closely with our student information system managers and teaching and learning staff to gather and analyze the data of our CTE students and develop goals and action plans for future years.

DCTC continues to meet the performance goals as a result of the continuous collaborative work between the faculty and staff including the tutoring staff.

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 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 Consortium Governance response below.

SECONDARY NARRATIVE

Our consortium has focused on strengthening our governance structure this year to improve collaboration, communication, and adherence to the requirements of Perkins V legislation at the secondary and post-secondary levels. At the secondary level, we have prioritized democratic decision-making based on transparency of information to support our collective professional growth and ability to support CTE in our own districts. This has included:

- **Consortium Leadership** - Within our consortium, each district determines a consortium representative who attends consortium meetings and is the primary point of communication between the consortium and their district.
- **Rotating Monthly Meetings** - To strengthen our understanding of our own and each other's CTE programs and contexts, we rotate the site of our monthly meetings. Each meeting includes a CTE tour led by the Perkins representative from that district and allows us to experience diverse learning environments, see equipment and materials in action, talk to students and staff, and better understand how we can collaborate and support each other. We plan to continue this process during the 2023-2024 school year and include school and district administration in our meetings whenever possible.
- **Funding Request Protocol** - To strengthen our collective understanding of appropriate uses of Perkins funds, individual district Perkins funding requests, and our budget priorities, we developed a Google Form for all Perkins funding requests. This form includes information about approved programs of study for each district, our consortium priorities, and language from our application to ensure alignment. We also have a system for consortium representatives and the secondary Perkins Coordinator to review and approve or deny each funding request in between and during our monthly meetings. As required, consortium-approved funding requests over \$1,000 for materials and equipment are forwarded to the Minnesota Department of Education (MDE) for official approval or denial. Our secondary Perkins Consortium Coordinator submits requests to MDE and communicates all approvals or denials to requesting teachers.
- **Shared Google Drive** - We have created a shared Google Drive for all consortium documents and resources to support collaboration and transparency. We plan to build on this virtual collaboration space in 2023-2024 by developing a webpage for our consortium that will allow consortium members to access documents and also allow us to share our work and successes with our districts and the public.
- **Professional Growth** - We will use Perkins funds to finance conference and professional development opportunities for our Perkins Coordinator and consortium representatives to strengthen our overall understanding of CTE and Perkins V legislation as well as specific CTE career fields.
- **Advisory Committees** - To strengthen the role of Advisory Committees in our governance structure, we will develop a

consortium-wide protocol for Advisory Committee meetings so they meet legislative requirements, provide meaningful input and feedback for individual and overall CTE programs, and lead to purposeful relationships with CTE students and staff.

- **CTE Career & College Fair** - During the 2022-2023 school year, for the first time since the COVID pandemic began, our consortium hosted a CTE Career & College Fair at Hastings High School to aid students in exploring CTE post-secondary and career pathways. We plan to build on this year's event by including more hands-on opportunities and, possibly, including middle school students in this or a similar event.

CLNA and Preparation for Program Approval - As a consortium, we plan to collect and analyze data from key stakeholders to complete our next Comprehensive Local Needs Assessment (CLNA), analyze our individual and consortium CTE program strengths and challenges, and strengthen our own understanding of updated CTE frameworks, CTE funding and program requirements, and best practices in CTE as we prepare for program approval.

The Dakota consortium leadership team will meet on a monthly basis at various districts and at DCTC. Moving the meetings around provides insight on course development and delivery of the POS to the leadership group. It provides an avenue for the individuals to have group and individual discussions which aids in developing the relationships and, in turn, will help with the improvement of efficiency in decision making and moving the Perkins work forward. Decisions are completed by input by both the secondary partners and DCTC. DCTC budget planning incorporates input from the various departments.

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 11: Reserve Funds

Reserve Funds Narrative

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

Budget your consortium's Reserve funding to support no more than two of the following categories:

- CTE Teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance Gaps
- Development of new programs of study

Please provide the following:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

SECONDARY NARRATIVE

In the 2023-2024 school year, our consortium's reserve funds will be used for CTE teacher/faculty recruitment and retention as well as the development of new programs of study. As mentioned in Narrative 8 (Support to Professionals), we plan to participate in the below activities to support CTE teacher recruitment and retention. Like many consortia, we have found it challenging to recruit new CTE staff, especially in technical fields in which practitioners earn higher wages than educators. Because of that, we have few plans for succession, which leads to programs being paused or ended when a teacher retires or resigns. We also have a number of teachers who have been willing to earn multiple credentials and teach in a variety of fields, but the flip side of that is the challenge of time. When a teacher teaches across multiple areas, it is difficult to develop increasingly advanced pathways for CTE concentration.

Our plan is to develop and/or participate in existing career fairs to recruit new CTE teachers, collaborate with DCTC, Inver Hills Community College (IHCC) and other post-secondary institutions to strengthen curriculum, collaboration, and communications. At the same time, we will complete multi-faceted data collection and analysis, including to-be-developed surveys for students, staff, and families, to evaluate our current programs of study and consider and develop new ones.

- **Teacher Recruitment** - We will: 1) collaborate with consortium district human resources professionals to review and revise, as needed, current CTE teacher and staff job descriptions, 2) collaborate with consortium district human resources professionals to recruit teachers for available positions at online and in-person job fairs, 3) explore the possibility of creating our own and/or collaborating with other consortia to develop CTE teacher recruitment fairs and/or events, and 4) pilot new CTE instructional software aligned to current workforce standards.

-

Teacher Retention - Two consortium goals are to retain existing CTE staff and support their continued professional growth to ensure students are ready to meet today's (and tomorrow's) industry standards upon graduation from secondary and/or post-secondary institutions. For these reasons, we plan to support current teachers in a variety of ways:

- **CTE Connections Coordinator** - Hiring a CTE Coordinator who will focus on outreach to the CTE community will allow teachers more time to focus on their students and their professional growth.
- **Consortium-Led Professional Development & CTE Collaboration Sessions** - Throughout the year, we will provide opportunities for secondary CTE teachers, post-secondary CTE instructors, and relevant staff and industry representatives to learn and work together to establish and/or strengthen career pathways, understand and implement best practices in their fields, more strongly align coursework to updated CTE frameworks, and develop professional networks among CTE teachers within and beyond our consortium.
- **Conference Attendance** - To support the professional growth of our consortium, particularly in our prioritized Programs of Study, we will use Perkins funds to finance CTE teacher attendance at statewide and national conferences in return for them sharing their learnings with the consortium, either through virtual or in-person presentation, collaborative meeting, the development of an artifact, and/or shared notes and resources.
- **Professional Development** - Our consortium plans to support current non-CTE teachers to participate in professional development designed to prepare them to obtain CTE certification, either through portfolio or traditional post-secondary licensure.
- **Student Attendance at CTE Student Conferences, Competitions, Field Trips, etc.** - To engage teachers further, we will use Perkins funds to support student and staff attendance to experience CTE in the real world and engage with students, staff, and industry professionals from around Minnesota.

POST-SECONDARY NARRATIVE:

DCTC will focus its reserve dollars on upgrading the Biomedical Equipment Tech program to current standards and by adding a Dental Hygiene program to its offerings. Funding will support developing alternative program delivery options, faculty training and equipment purchases. While both programs need more funding than is available in the reserve dollars, DCTC will split the amount between the two 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.
- 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

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.

Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."

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	0
Secondary Subtotal	0
TOTAL	

Perkins-Funded Positions

In the table below, 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. Upload the position description for each individual/position 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.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Kate McMenomy	Allied Health and Bio Tutor	Postsecondary		100	8000
Fio Haire	Math Tutor	Postsecondary		100	9800
Michelle Caron	Writing Tutor	Postsecondary		100	50100
Heather Kleimola-Hulbert	General Tutor	Postsecondary		100	26100
Allison Chuick	K12 Coordinator	Postsecondary		50	25000
Mary Jo Gardner	K12 Director	Postsecondary		40	30000
Marci Levy-Maguire	Perkins Consortium Coordinator	Secondary	469506	30	37000
Carmen Eaton	CTE School Counselor	Secondary	441526	19	20000
TBD	.5 CTE Connections Coordinator	Secondary		100	50000

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

Position Description

Director of K12 Partnerships MnSCU AP 3.docx

Position Description

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

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

Career and Tech Ed Connections Liaison Job Description_4.4.23 (2).pdf

Position Description

Perkins Partnership and Grant Organizer Job Description_12.2022 (1).pdf

Position Description

Counselor.pdf

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF). ([Download the Statement of Assurances Form](#))**
2. **Combined Secondary and Postsecondary Budget Excel File ([Download the Budget form with instructions](#))**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))**

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

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

FINAL 7.12.23 - Dakota County Perkins Consortium Statement of Assurances - signed.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

Dakota County Perkins Consortium Combined-Secondary-Postsecondary-Budget 7.12.23 MJG.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Dakota County Perkins Inventory Log (1).xlsx

Improvement Plan

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

