

## Reviewer Notes for Sample Statements

The notes demonstrate what reviewers look for and think about when reading applications.

Sample 1 Submitted by Consortium	How Reviewers Look at the Statements
<p><b>Need Statement:</b> There is a need to update CTE equipment in existing programs and to support program expansion to keep current with industry standards and produce competent and competitive graduates. The majority of equipment in the pathway of Law Enforcement Services is relatively new, however, there is a need to upgrade to a simulator. All the equipment in the pathway of Production is 10 years old or more. Also, the planned expansion in the pathway of Facility and Mobile Equipment Maintenance into electronic vehicles requires some specialized equipment.</p> <ol style="list-style-type: none"> <li>1. Law Enforcement Services: <ul style="list-style-type: none"> <li>• According to the MN POST Board (Board of Peace Officer Standards and Training) it is highly recommended that all training programs should use the new virtual reality simulator – PO-VR-12. As indicated in the CLNA, this recommendation is supported by instructors and faculty as well as advisory board members.</li> </ul> </li> <li>2. Production: <ul style="list-style-type: none"> <li>• According to area employers, advisory board members, and instructor and faculty there is a unanimous need to upgrade production equipment. The specific equipment will be identified based on industry recommendations.</li> </ul> </li> <li>3. Facility and Mobile Equipment Maintenance: <ul style="list-style-type: none"> <li>• The expansion into electronic vehicles requires the acquisition of specialized diagnostic equipment and a vehicle hoist, as indicated by the advisory board members and industry standards. The institution is currently reviewing equipment budgets. The amount of Perkins funding for the equipment will be determined in collaboration with the institution's administration</li> </ul> </li> </ol>	<p><b>[Need]:</b> There is a need to update CTE equipment in existing programs and to support program expansion to keep current with industry standards and produce competent and competitive graduates.</p> <p><b>[Current Condition]:</b> The majority of equipment in the pathway of Law Enforcement Services is relatively new, however, there is a need to upgrade to a simulator. All of the equipment in the pathway of Production is 10 years old or more. Also, the planned expansion in the pathway of Facility and Mobile Equipment Maintenance into electronic vehicles requires some specialized equipment.</p> <p><b>[Data/Source]:</b></p> <ol style="list-style-type: none"> <li>1. Law Enforcement Services: <ul style="list-style-type: none"> <li>• According to the MN POST Board (Board of Peace Officer Standards and Training) it is highly recommended that all training programs should use the new virtual reality simulator – PO-VR-12. As indicated in the CLNA, this recommendation is supported by instructors and faculty as well as advisory board members.</li> </ul> </li> <li>2. Production: <ul style="list-style-type: none"> <li>• According to area employers, advisory board members, and instructor and faculty there is a unanimous need to upgrade production equipment. The specific equipment will be identified based on industry recommendations.</li> </ul> </li> <li>3. Facility and Mobile Equipment Maintenance: <ul style="list-style-type: none"> <li>• The expansion into electronic vehicles requires the acquisition of specialized diagnostic equipment and a vehicle hoist, as indicated by the advisory board members and industry standards. The institution is currently reviewing equipment budgets. The amount of Perkins funding for the equipment will be determined in collaboration with the institution's administration.</li> </ul> </li> </ol> <p><b>Coaching note:</b> the information or recommendation provided, and the source was referenced for each program identified.</p>

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<p><b>Strategy Statement:</b></p> <ol style="list-style-type: none"> <li>1. Purchase PO-VR-12 equipment for Law Enforcement Services by October 2025 using Perkins funds.</li> </ol>	<p><b>Strategy #1</b></p> <p><b>[Who]:</b> assumed to be faculty</p> <p><b>[Action]:</b> purchase PO-VR-12 equipment</p> <p><b>[Timeframe]:</b> by October 2025</p> <p><b>[Funding source]:</b> Perkins funding</p>
<ol style="list-style-type: none"> <li>2. Instructors and faculty work with industry partners to identify specific Production equipment and purchase it by November 2025 using Perkins funds.</li> </ol>	<p><b>Strategy #2</b></p> <p><b>[Who]:</b> instructors and faculty with industry partners</p> <p><b>[Action]:</b> identify specific production equipment needs and purchase it</p> <p><b>[Timeframe]:</b> by November 2025</p> <p><b>[Funding source]:</b> Perkins funding</p>
<ol style="list-style-type: none"> <li>3. Perkins leaders work with the institution’s administration to determine the amount of Perkins funding that will be used to purchase the equipment for Facility and Mobile Equipment Maintenance by October 2025. Equipment will be purchased and in place by February 2026.</li> </ol>	<p><b>Strategy #3</b></p> <p><b>[Who]:</b> Perkins leaders and administration</p> <p><b>[Action]:</b> determine budgeting plan and purchase equipment</p> <p><b>[Timeframe]:</b> budget determined by October 2025 and equipment purchased and in place by February 2026</p> <p><b>[Funding source]:</b> Perkins funding and institution general funds</p>

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<p><b>Outcome Statement:</b></p> <ol style="list-style-type: none"> <li>1. Purchased PO-VR-12 equipment for Law Enforcement Services by October 2025 to teach the skills that could not be taught before without the simulator.</li> </ol>	<p><b>Outcome #1</b></p> <p><b>[Action Verb]:</b> purchase PO-VR-12 equipment</p> <p><b>[Target Population]:</b> Law Enforcement Service program</p> <p><b>[Specific Result]:</b> teach skills in a simulated environment</p> <p><b>[Degree of Change]:</b> not applicable</p> <p><b>[Timeframe]:</b> by October 2025</p>
<ol style="list-style-type: none"> <li>2. Purchased specific Production equipment through collaboration between instructors and faculty and industry partners by November 2025 to train students on equipment currently used in industry.</li> </ol>	<p><b>Outcome #2</b></p> <p><b>[Action Verb]:</b> purchase production equipment</p> <p><b>[Target Population]:</b> Production program</p> <p><b>[Specific Result]:</b> train students on equipment currently used in industry</p> <p><b>[Degree of Change]:</b> not applicable</p> <p><b>[Timeframe]:</b> by November 2025</p>
<ol style="list-style-type: none"> <li>3. Equipment for Facility and Mobile Equipment Maintenance was identified and purchased based on negotiated Perkins and institutional funding percentages by February 2026.</li> </ol>	<p><b>Outcome #3</b></p> <p><b>[Action Verb]:</b> negotiate budget and identify and purchase equipment</p> <p><b>[Target Population]:</b> Facility and Mobile Equipment Maintenance program</p> <p><b>[Specific Result]:</b> provide equipment to program using combined budget</p> <p><b>[Degree of Change]:</b> not applicable</p> <p><b>[Timeframe]:</b> by February 2026</p>

Sample 2 Submitted by Consortium	How Reviewers Look at the Statements
<p><b>Need Statement:</b> At the secondary level, there is a slight decrease in math scores compared to previous years, however, we still met our Mathematics measure and are above the state average.</p> <p>Geometry in Construction (GIC) is a course written as an alternative to traditional math courses. The intent is to maintain the rigor of a traditional math course but teach with a different approach provided through a CTE pathway. Three districts completed the GIC training in June 2022. Teachers spent the 22-23 school year planning and working with district schedulers to fit this new course concept into a 7/8 period day. GIC courses were implemented at all three districts at the beginning of the 2023-24 school year. To date, only anecdotal information is available. Teachers report higher numbers of females taking the GIC course compared to traditional construction classes. MCA scores will be monitored to determine the impact of the course. This concept is catching on across the state and region. Our region has four new school districts interested in learning more about implementing GIC in the coming years. We will continue to convene these schools and others to discuss further the reality of increasing the presence of GIS in XXX Minnesota.</p>	<p><b>[Need]:</b> No specific need identified. Coaching question to Perkins leaders: What jumps out to you as you read the need statement? What might be the need that fits this data and current condition? Is there a need to increase math scores?</p> <p><b>[Current Condition]:</b> Condition is stated as a slight decrease in math scores compared to previous years.</p> <p><b>[Data/Source]:</b> Reference to MCA math scores will be monitored, but the specific scores showing the decrease are not provided. In addition, without a specific need, the reviewer cannot determine if the data supports the need. Coaching direction: go back and connect the data to a need.</p>
<p><b>Strategy Statements:</b></p> <ol style="list-style-type: none"> <li>1. Continue to convene schools implementing Geometry in Construction to ensure its success. <ol style="list-style-type: none"> <li>a. Secondary Funding in Reserve Personnel/Salary and Personnel/Non-Salary under Narratives 4 &amp; 9.</li> </ol> </li> </ol>	<p><b>Strategy #1:</b></p> <p><b>[Who]:</b> It is unclear who will convene the schools. Who will do it?</p> <p><b>[Action]</b> is identified “to convene schools...”</p> <p><b>[Timeframe]</b> is not indicated.</p> <p><b>[Funding source]</b> is indicated.</p>
<ol style="list-style-type: none"> <li>2. Continue to introduce and share the impact the current schools implementing GIC are having and encourage other local school districts to jump on board. <ol style="list-style-type: none"> <li>a. Secondary Funding in Reserve Supplies/Materials under Performance Gaps.</li> </ol> </li> </ol>	<p><b>Strategy #2:</b></p> <p><b>[Who]:</b> It is unclear who will share the impact. Who will do it?</p> <p><b>[Action]</b> is identified as “to introduce and share the impact...[with] other local school districts...” What supplies/materials and equipment will be purchased? What is the need?</p>

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<p>b. Secondary Funding in Reserve Equipment under Performance Gaps.</p>	<p>[Timeframe] is not indicated. [Funding source] is indicated.</p>
<p>3. Use similar strategies from Career Pathway piece in Narrative 2: Need D</p>	<p><b>Strategy #3:</b> [Who] is not identified. [Action] is not indicated. [Timeframe] is not indicated. [Funding source] is not indicated. <b>Note:</b> What is meant by “similar strategies?” Copy and paste the specific strategies that will be implemented from Narrative 2 Need D.</p>
<p><b>Outcome Statement:</b>  Collaborate with other consortia to explore offering GIC training in the Summer of 2025, aiming to establish partnerships with at least 1 consortium within the next year.</p>	<p><b>Outcome Statement:</b> [Action Verb] is identified to “collaborate.” [Target Population] is identified as “other consortia.” [Specific Result] appears to be “to establish partnerships...” “...with other consortia...” “...to explore offering GIC training...” if the order of the wording is changed. [Degree of Change] is indicated as an increase of 1 consortia partnership. [Timeframe] is indicated as “Summer of 2025” <b>Notes:</b> All components of the outcome statement are addressed. However, the need statement is missing, so it cannot be determined if this outcome will measure the intended need. Coaching questions: What are you trying to do with these GIC courses? What do you expect to see? Is the need to scale the GIC training across the region to address the decrease in math scores? Do you expect more female enrollment? Once you have identified what you expect, specify it as the need, and that will directly connect to the outcome. How and why would funding go towards equipment in the Performance Gap Budget area?</p>

Sample 3 Submitted by Consortium	How Reviewers Look at the Statements
<p><b>Need Statement:</b></p> <p>E1-Need:</p> <p>Postsecondary student concentrators and course success rates require increased focus on non-white students, especially in healthcare. The data shows supports are needed for underrepresented populations by means of transition and navigational support and a liaison for student career awareness, course success, successful completion, and workplace transition.</p> <p>E2-Need:</p> <p>Developing and enhancing partnerships with high schools, providing course success coaches, curriculum writing for new pathways.</p> <p>60% of job vacancies are in the area of “healthcare practitioners and technical” from regional profile, August 2023. This area has 1,328 openings with a median wage of \$31.77 and a 92% need for postsecondary education and a 90% licensure requirement.</p> <p>Xxx, MN is well-known for its high concentration in healthcare at 27.3% of total employment. To address underemployment, poverty rates, and expanding diverse populations, the consortium chooses to focus on the regional in-demand occupations as they pertain to all age groups in awareness of, support during, and successful training including a special focus on diverse populations. The healthcare industry employs one of the highest numbers of BIPOC workers in the region, but 87.8% of the workers are white. Hence yet another reason the consortium chooses to focus on supporting mechanisms for underrepresented populations. This just makes sense when Healthcare growth is projected at 44% of the total regional growth by 2030. It is imperative we continue and grow support for this population.</p>	<p><b>[Need]:</b> No specific need identified. Coaching questions: Is this one need or two? If separate needs, break them apart to address separate strategies. Is the need you are trying to identify “the need is to provide support services for underrepresented students” or “to increase the number of graduates in healthcare?” It could be that supporting underrepresented students is a strategy to increase the overall number of graduates.</p> <p><b>[Current Condition]:</b> is identified.</p> <p><b>[Data/Source]:</b> Data is shared, but what is the source? Data statements are a little confusing. Data is focused on overall demand, not the data showing success rates for underrepresented students. Coaching question: Are you trying to say we have data showing that underrepresented students need additional assistance? Could the data around labor market need be condensed?</p>
<p><b>Strategy Statement:</b></p> <p>1) Learning Specialists to provide PS student support. Funding under N5 and N9.</p>	<p><b>Strategy 1:</b></p> <p><b>[Who]:</b> identified as Learning Specialists</p> <p><b>[Action]</b> is identified as “provide...supports.” Coaching questions: What is meant by support (e.g., academic, student service, etc.)? Does it need to specify support for students in healthcare programs?</p>

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	<p>[Timeframe] is not indicated.</p> <p>[Funding source] is indicated.</p>
<p>2) PS Coordinator will engage in in-depth discussions and review current pathways with internal (i.e. CE) and external partners (i.e. high schools, ALC, ABE, WDI, Bridges, etc.)</p>	<p><b>Strategy #2:</b></p> <p>[Who]: identified as PS Coordinator.</p> <p>[Action] is identified as “engage in-depth discussions.” Coaching question: what is meant by “in-depth discussion?”</p> <p>[Timeframe] is not indicated. How often?</p> <p>[Funding source] is not indicated. Coaching question: Will funding be needed for things like sub or transportation costs?</p>
<p>3) PS Faculty will write a new pathway curriculum in Sonography with business and industry input.</p>	<p><b>Strategy #3:</b></p> <p>[Who] is identified as PS Faculty.</p> <p>[Action] is indicated as writing curriculum.</p> <p>[Timeframe] is not indicated.</p> <p>[Funding source] is not indicated.</p>
<p>4) Healthcare career fairs, field trips, and other events will be held.</p>	<p><b>Strategy #4:</b></p> <p>[Who] is not identified. Who will lead events and who is the target audience?</p> <p>[Action] is indicated.</p> <p>[Timeframe] is not indicated.</p> <p>[Funding source] is not indicated.</p>

Sample 3 Submitted by Consortium	How Reviewers Look at the Statements
<p><b>Outcome Statement:</b></p> <ol style="list-style-type: none"> <li>1. Learning Specialists will create baseline data of student supports utilized, record barriers, and identify solutions for review by spring 2025.</li> </ol>	<p><b>Coaching questions for Outcome Statements:</b> These three outcomes look more like strategy statements. An outcome is a measure of the need that will be reported in the APR. For example, if the need is to increase graduates in healthcare, then an overall outcome should address movement on increasing graduates.</p> <p><b>Outcome Statement #1:</b></p> <p><b>[Action Verb]</b> is identified to be creating baseline of support usage and barriers to identifying solutions.</p> <p><b>[Target Population]</b> is identified as students.</p> <p><b>[Specific Result]</b> is to identify solutions. Coaching: Statement could be rephrased to say "...results in identified solutions..."</p> <p><b>[Degree of Change]</b> is not necessary for this outcome.</p> <p><b>[Timeframe]</b> is indicated as spring 2025.</p>
<ol style="list-style-type: none"> <li>2. A matrix of healthcare pathways, WBL and supports will be created to determine what is being done and where opportunities may lie to provide new or expanded options and to identify support necessary for special population access and success by spring 2025.</li> </ol>	<p><b>Outcome Statement #2:</b></p> <p><b>[Action Verb]</b> is to document student support services across multiple areas</p> <p><b>[Target Population]</b> is identified as special populations.</p> <p><b>[Specific Result]</b> to create a matrix of services.</p> <p><b>[Degree of Change]</b> is not necessary for this outcome.</p> <p><b>[Timeframe]</b> is indicated as spring 2025.</p>
<ol style="list-style-type: none"> <li>3. Curriculum for Sonography will be developed by June 30, 2025.</li> </ol>	<p><b>Outcome Statement #3:</b></p> <p><b>[Action Verb]</b> is to develop curriculum.</p> <p><b>[Target Population]</b> is Sonography pathway.</p> <p><b>[Specific Result]</b> is Sonography curriculum.</p> <p><b>[Degree of Change]</b> is not necessary for this outcome.</p> <p><b>[Timeframe]</b> is indicated as June 30, 2025.</p>



Sample 4 Submitted by Consortium	How Reviewers Look at the Statements
<p><b>Need Statement:</b></p> <p>E2-Need: (Secondary/Post-Secondary): Secondary Pipeline using Focused Career Exploration Between XXX College Programs and Approved High School Courses Aligned to those Programs</p> <p>In fall 2023, XXX College began the work of looking at its sustainability. Full Year Enrollment continues to decline (the total varies per semester, typically 2-3% each term, based on previous year data comparisons). While the College is currently stable, XXX College is taking a proactive approach to look at how the college, overall, can positively impact enrollment. Through a lengthy self-study and collaboration with an outside consultant, several areas of focus were suggested including strengthening high school partnerships, evaluating CTE programming, and working with alumni industry partners. In addition, performance indicator data for 3S1 Post-Program Enrollment shows declining enrollment into post-secondary programs into 2-year institutions through our concentrators. Looking beyond concentrator data, we surveyed 433 consortium high school students who have taken at least one (1) CTE course. Of the students who participate, 68% have said that CTE courses have influenced their future career/program major decisions. In addition, 592 PSEO and Concurrent Enrollment students across our consortium enrolled in 251 XXX College CTE courses ranging in a variety of subjects between fall 2020 and spring 2024. While students want to take CTE courses, enrollment into XXX College CTE programs that align with Programs of Study continue to decline.</p>	<p><b>[Need]:</b> is implied, but not specifically stated. Coaching question: Is the need to increase enrollment in XXX College? Or is the need to develop a better pipeline between high school and college? Or is the need to increase 3S1?</p> <p><b>[Current Condition]:</b> is indicated.</p> <p><b>[Data/Source]:</b> data and sources are provided.</p> <p><b>Note:</b> the reference to “secondary pipeline using focused career exploration...” would be a strategy, not a need.</p>
<p><b>Strategy Statements:</b></p> <ol style="list-style-type: none"> <li>1. To support this need, as well as to ensure that all areas of the Perkins Grant are being fulfilled, a secondary and post-secondary coordinator are needed. Therefore, the Secondary Perkins Coordinator and Post-Secondary Perkins Coordinator lead the consortium and are paid for their work through the consortium budget.</li> <li>2. The Secondary Perkins Coordinator works at XXX College and is paid 80% by the consortium (split evenly between the secondary and post-secondary budgets). This position is funded year-round.</li> </ol>	<p><b>Coaching questions for Strategy Statements:</b></p> <p>What need do these strategies address? If the need is to increase enrollment, how do these strategies do that? If the need is to develop a better pipeline between secondary and postsecondary, how do these strategies do that?</p> <p>Is this the best place to justify the Perkins leader’s salary and responsibilities? Salary for secondary and postsecondary leaders could be a strategy toward needs under consortium governance.</p> <p>What specific <b>action</b> will be done by the Perkins leaders to address THIS need?</p>

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<p>3. The Post-Secondary Perkins Coordinator is one of the Deans of Technical Instruction at XXX College (the position has been rotated in the past to give Deans opportunity to lead Perkins). This person supervises the Secondary Perkins Coordinator. Their position is paid 20% by the consortium (from the post-secondary budget only).</p>	<p>What is the <b>timeframe</b> for strategies?  <b>[Funding source]</b> is indicated.</p>
<p><b>Outcome Statements:</b></p> <p>Measure 1: Coordinators will meet bi-weekly to discuss progress and collaboration efforts between secondary and post-secondary.</p> <p>Measure 2: Coordinators will create a virtual sign-up calendar to assist schools with creating these connections and setting up visits (with XXX College and Industry).</p> <p>Measure 3: Provide updates and report on progress of this initiative at the annual consortium leadership meeting.</p>	<p><b>Coaching questions for Outcome Statements:</b></p> <p>These three outcomes look more like strategy statements. An outcome is a measure of the need that will be reported in the APR. For example, an outcome to meet the need of increasing 3S1 could be: “3S1 will increase by 2% as measured Fall 2027.” Then the strategies chosen would be things that would be expected to increase 3S1.</p> <p>Consider how the outcome actions will address the need: When you meet bi-weekly, how does that increase enrollment or improve the pipeline?</p> <p><b>[Degree of Change]</b> is not identified.</p> <p>What is the <b>[Timeframe]</b> for the outcomes?</p>