Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Oak Land Education Partnership
Total Award Budget:	

Consortium Membership List

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

Anoka-Ramsey Community College	
Anoka Technical College	
ISD #11 Anoka Hennepin	
ISD #728 Elk River, Rogers, Zimmerman	
ISD 911 Cambridge-Isanti Schools	
ISD #477 Princeton Public Schools	
ISD #15 St. Francis Area Schools District	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

ATC's internal reporting system (PowerBI) is not loading for us to run the numbers for page 2 and 3 of the application. We have created a ticket with the system office and have reached out to our contact, Yingfah.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Therapeutic Services	Both	Y	Y	Y	1015	380
Production	Both	Y	Y	Y	842	61
Manufacturing, Production, Process Development	Both	Y	Y	Y	842	92
Programming and Software Development	Both	Y	Y	Y	12	41
Teacher Training	S-RPOS	Y	Y	Y	51	21
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	438	17
General Management	Both	Y	Y	Y	981	166
Construction	Both	Y	Y	Y	1254	71
Design / Pre-Construction	Both	Y	Y	Y	1254	71

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Plant Systems	Both	Y	Y	Y	181	8
Natural Resource Systems	Both	Y	Y	Y	168	20
Engineering and Technology	Both	Y	Y	Y	46	97
Accounting	Both	Y	Y	Y	1535	48
Emergency and Fire Management Services	Both	N	Y	Y	56	37
Family and Community Services	S-RPOS	Y	Y	Y	526	15
Support Services	S-ROS	Y	Y	Y	223	

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

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

Results from our survey indicated a need for industry-recognized micro-credentials across all career fields as well as improved employability skills. Our region is heavy in CTE occupations, but there is a lack of understanding of what specific up-skilling, micro-credentials, or training are needed.

Feedback from our industry partners indicated pipeline concerns in the following career clusters which are corroborated with DEED and Real-Time Talent data.

- Health Science (Dental, Respiratory Assistant, Medical Billing and Coding) & Emergency Services
- Architecture and Construction (Construction & Design/Pre-construction)
- Information Technology
- Manufacturing & Trade Occupations
- Education/Training
- Transportation, Distribution and Logistics (Facility and Mobile Equipment Maintenance (Aviation) & Transportation Operations & Logistics)
- Business & Finance
- Human Services specifically Social Work

2. Strategies to address need:

1. Research and have conversation with local industries, including collaboration with our local Chambers of Commerce, Jobs & Training, Professional Workforce Training Center at the colleges and other relevant organizations to determine what up-skills, micro-credentials or training is needed.
2. Determine what micro-credentials are currently being offered.
3. Share research with faculty to discuss how to best structure and embed certifications, internships, and micro-credentials into their courses and program structure.
4. Embed micro credentials and potential internship opportunities in our CTE pathways classes and programming that local employers' value.
5. Ensure staff and students understand the credentials that being offered and their importance in each industry.
6. Continue to support Program Advisory Committees.
7. Increase exposure to pathways through marketing and experiential learning experiences.
8. Continue to support and grow CTSOs to help build these skills, professional connections and a true understanding of industry credentials.
9. Support college Career Spotlight events, Career Exploration for 8th graders.
10. Develop new programming at ATC/ARCC in Plumbing, Social Work, Dental, Light Vehicle Diesel Engines, etc. that:
    - ensures curricular DEI
    - markets to a diverse pool of faculty applicants
    - encourages a diverse student population to apply
11. Continue implementation (Year 2) of the vehicle wrapping program for Trade and Industry.
12. Support POS programming with curriculum writing and equipment.

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

1. In partnership with industry, customized training, Chamber of Commerce, advisory boards identify one program in our consortium for micro-credential implementation.
2. Host three meetings in FY25 with local industries, Chambers of Commerce, Jobs & Training, Professional Workforce Training Center at the colleges, faculty, advisory committees, and other relevant organizations to identify up-skills, micro-credentials or training currently being offered and what would be in need of modification or development.
3. Collect the number of applicants and diversity of those applicants for faculty positions in the new plumbing and light vehicle diesel engines.
4. As the programs for plumbing and light vehicle diesel engines open for enrollment, collect the number of students and the diversity of those students in each program to create a baseline.
5. Collect the number of 8th grade students exposed to CTE through the ATC/ARCC tours.

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

The performance indicator data shows that some underrepresented groups do not have the same access to programming options. Our consortium wants to understand and identify the existing barriers and disparities that prevent equal access to CTE programs for all students. There is a need to create strategies to address socio-economic, geographical (rural districts and ARCC - Cambridge campus), and systemic barriers (equity gaps for diverse students, teacher credentialing, CTE licensure) that may hinder access.

2. Strategies to address need:

1. Increase CTE career exposure to all students, especially where there are gaps for underrepresented students (examples: field trips, career fairs, guest speakers).
2. Ensure funding for MCIS, Personal Learning Plans (PLP), and other career exploration tools.
3. Train careers advisers, school counselors, and SPED coordinators to provide equal access and reduce barriers to CTE courses at the "informing, recruitment, and course registration level".
4. Implement the NorthStar Promise to close the gap for socio-economically disadvantaged students at both colleges.
5. Provide programming and outreach to special population CTE students annually starting in FY25 with the Office of Equity and Inclusion.
6. Provide career assessments for every incoming student as part of a comprehensive First Year Experience effort to help students declare a major of study by the end of their first semester (ARCC). This may require additional efforts, financing, assistance, and outreach to help students interpret and apply career assessment results.
7. Continue to offer student success seminars at the college level.

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

1. Increase the SDLP 1P1 from 91.90% to 92.11% in FY25.
2. Increase the SDLP 3S1 from 54.51% to 56.11% in FY25.
3. Increase the SDLP 4S1 from 23.92% to 23.93% in FY25.

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

According to DEED data, nursing is an area of growth in our communities. ARCC Nursing program capacity is not able to accommodate the number of applications received annually from qualified, interested students. There is a need to accommodate this growth and provide programs to meet those needs.

5. Strategies to address need:

1. ARCC focus is on development of an LPN to RN program at the Cambridge Campus, including expansion of the cohort size by an additional 50%. This expansion will require additional faculty hires, and additional space on campus, including equipment, lab, etc. to accommodate the influx of students.
2. Inform students about other health sciences programs offered at our colleges.

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

1. 1P1: Increase individuals preparing for a nontraditional career from 89.86% to 91% in FY25.
2. 3P1: Increase individuals preparing for a nontraditional career from 98.43% to 99% in FY25.
3. Increase the representation and success rates of specific groups is crucial for creating a more equitable education system. Increase the Special Education 3S1 data from 24.57% to 26.57% and Hispanic data from 34.69% to 35.7% in Fiscal Year 2025.

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

Athletic Coach

The Athletic Coaching certificate is awarded at the post-secondary level for students who are interested in coaching at the varsity level with the Minnesota High School League. Many students interested in teaching also hold an interest in coaching. Many skills learned in the Foundations of Education course easily transfer into coaching. Coaching and teaching share several similarities despite being distinct practices:

1. **Knowledge Transfer**: Both coaching and teaching involve imparting knowledge and skills to others. While teaching often focuses on a structured curriculum, coaching tends to be more personalized and targeted toward specific goals or areas of improvement.
2. **Guidance and Support**: In both coaching and teaching, there is an element of guidance and support provided to the individual. Whether it's a teacher helping a student grasp a new concept or a coach assisting an athlete to improve their performance, both roles offer support and encouragement.
3. **Feedback**: Feedback is crucial in both coaching and teaching. Teachers provide feedback on assignments and assessments, while coaches offer feedback on performance and technique. Both types of feedback aim to facilitate learning and growth.

4. **Goal Setting**: Coaches and teachers both assist individuals in setting goals. While teachers may set learning objectives for their students, coaches work with individuals to establish personal or professional goals and develop strategies to achieve them.
5. **Development**: Both coaching and teaching are focused on the development of the individual. Whether it's intellectual growth in the case of teaching or skill enhancement in coaching, both practices aim to facilitate the progress and development of the individual.

Dental – ARCC

To address the lack of diversity in Dental Assisting, we need to actively engage in recruiting and marketing efforts that target individuals from underrepresented groups. It will be important to advertise in areas that more potentially diverse students would frequent. Based on input from the BIPOC community leaders this means advertising our program in churches, activity centers, career/workforce centers, and places like the YMCA to reach underserved youth. Curriculum design plays a crucial role in mitigating biases and promoting inclusivity within these professions. By implementing training programs that are sensitive to cultural and gender differences and by providing mentorship and support systems, we can create an environment where everyone feels welcome and empowered to pursue a career in this field.

Pre-Social Work Pathway - ARCC

Social Work checks all boxes when it comes to high-demand, high-skill, and high-wage occupations, particularly in this area. MN DEED estimates that Child, Family, and School Social Workers in MN have 9221 projected openings in the next ten years and a growth rate of 10.6%. Healthcare Social Workers: projected growth of 12.1%, 4957 openings in the next ten years. The wage for these positions is from 50K to 68K/year. Additionally, pre-social work is among the top programmatic requests for students beginning their studies at ARCC (information gathered from ARCC Admissions).

Plumbing ATC

The Plumbing program will be designed to deliver a holistic educational experience, aiming to create proficient and ethical professionals in the field. The curriculum will be structured around key objectives that cover a wide range of essential skills and knowledge areas, ensuring our graduates emerge with a well-rounded skill set that includes technical expertise, practical application abilities, and comprehensive knowledge in areas such as blueprint interpretation, adherence to codes, material identification, and mastery of plumbing equipment.

An emphasis will be placed on cultivating safety consciousness and effective communication skills. These are vital components that contribute to the overall competence of our graduates. Moreover, the program will focus on developing problem-solving skills and reinforcing a steadfast commitment to ethical practices and professional behavior.

In addition to individual competencies, the program will include teaching skills that recognize the importance of teamwork and collaborative efforts in the plumbing industry. Faculty will facilitate an environment where students learn to work cohesively, ensuring they are fully prepared to enter the workforce. Our goal is to equip each graduate with the critical attributes, competencies, and ethical values that are essential for success and excellence in their plumbing careers.

DEI
Historically, construction and plumbing have been seen as male-dominated industries, with only 1% of construction workers being female. To create a more inclusive and equitable workforce, we must actively work to change this narrative.

To address the lack of diversity in plumbing, pipefitting, and steam fitting, we need to actively engage in recruiting and marketing efforts that target individuals from underrepresented groups. Curriculum design plays a crucial role in mitigating biases and promoting inclusivity within these professions. By implementing training programs that are sensitive to cultural and gender differences and by providing mentorship and support systems, we can create an environment where everyone feels welcome and empowered to pursue a career in plumbing and related fields.

We must recognize the need to foster diversity and inclusion within these professions. By actively addressing the gender gap, promoting diversity, and designing curricula that mitigate biases, we can meet the workforce needs and create a more equitable future for all.

Light Vehicle Diesel Engines – ATC
This new program is the first of its kind in the metro area. This program focuses on the following equipment repair:
- Diesel-powered farm equipment covers 922 million acres of U.S. farmland each year.
- Diesel-powered trucks, trains, and ships carry tons of grain and livestock to market.
- Diesel-powered trucks ship almost all products to customers.
- Diesel-powered construction equipment builds the roads and bridges we drive on.
- Diesel-powered generators provide emergency power for hospitals and municipal utilities.

ISD 728
- Concurrent enrollment will be added to the Introduction to Education course.
- New online course, Introduction to Technology.

Cambridge-Isanti High School
- Manufacturing Internship Program: 2024-25 will be coordination and curriculum development. Implementation of the class and internships will occur in the 2025-26 school year.

Princeton High School
- Drones & Industry Engineering: Introduction of an advanced course in the Engineering, Manufacturing, and Technology career pathway.
- Game Design & App Development A & B, Computer Technology Hardware: Courses added to the Career Pathway in Arts, Communications, & Information Systems.
- Implementation of Health Science POS with courses in Health Career Exploration, Anatomy & Physiology A&B, and Medical Terminology with Articulation Agreements.
- Adding to AFNR Pathway under Animal Systems the following courses have been added: Companion Animals & Pets, and Vet Science.

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

The Oak Land Education Partnership offers a variety of strategies for special populations to learn about CTE that are listed throughout the grant: MCIS, 8th-grade college visits, training, etc.

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

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐
The Oak Land Consortium has two larger secondary school districts and three smaller school districts with different capacities to offer the same level of pathways and classes. The goal is to make sure all districts can offer pathways that are high-skill, high-wage, and/or in-demand for their geographical area. There is a need for districts to collaborate with advisory committees as well as business and industry to understand programmatic changes to impact the demand of the future workforce.					
2. Strategies to address need:					

1. Implement outreach and awareness campaigns at the secondary and postsecondary level to attract students which will assist in addressing the needs of these identified sectors.
2. Strengthen partnerships with employers to create internship opportunities and enhance local CTE programs.
3. Partner with workforce development programs/agencies to create resources for students and participate in regional events. Anoka County/Central MN Job Training Center partners with our consortium to accomplish the following:
   - Transportation, Distribution, and Logistics – P2P pathways grant that assists with CDL class B license, posting jobs, and assisting with postsecondary and on-the-job training.
   - Behavior and Human Service Assistant Services Pathway: - This award will allow us to provide Behavior & Human Service Assistant Training in partnership with Anoka Technical College to eligible students. This grant also includes a Work Experience component that will include Anoka County Human Service Division, Anoka Hennepin School District, and ACCAP as employer partners. Youth can be a part of this project.
   - Education and Training – place clients in educational settings for work experiences and career exploration (e.g.) Future Leaders Program at Coon Rapids HS
   - Manufacturing – ACJTC staff coordinates and supports events and tours to support Manufacturing Month, working with employers and school staff countywide.
   - Work-Based Learning – Supports WBL by hosting youth, providing paid work experiences and/or internships for eligible youth to include ACTE-SPED
   - Anoka County Job Training Center has two staff members on-site at the AH school district location to assist students and staff with navigating ACJTC E&T services.

- Career Pathway Camps – ACJTC supports current pathway camps such as the Scrubs camp and Minnesota Venture and is hosting our first AI Machine Learning Python 2-Day Pathway Camp for youth.
- Pre-ETS: ACJTC is a vendor for VRS and assists with the assessment and placement of youth at paid work experience throughout Anoka County assisting them to gain valuable work skills and experience.
- Host and attend multiple Employment and training and trades fairs and events including Big Ideas, 2 times a month hiring events, and events at several of the local schools.
- Career Counselors will attend classes at local schools when asked to teach subjects such as job search strategies, first impressions, career exploration, and resume writing.

4. Our leadership team is involved with many partnering entities that enrich our strategies as well as present best practices. See list below the Need Tables.
5. Central MN Jobs and Services works closely with our smaller districts as well as District 728 to collaborate on a variety of projects.
6. Fund MCIS, Central Job Posting System, and Handshake.

3. Measurable Outcomes (report results in next APR):
1. Increase the performance for the WBL indicator 5S3 from 15.56% to 16.36% in FY25.   2. ARCC, ATC and Anoka Jobs & Training will internally collect and submit the number of internships provided to students. FY25 will provide a baseline.

NEED B:	**This Need is in Element(s):**				
	1 ☐	2 ☒	3 ☐	4 ☐	5 ☐
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):					
The Oak Land Consortium received feedback from key partners and local employers through a consortium survey regarding the importance and need for industry-recognized credentials and improved employability skills.					
Strategies to address need:					
1. Promote the attainment of industry-recognized credentials when possible and incorporate employability skill development into the classrooms and through Work Based Learning Opportunities. 2. Support and encourage CTSO programs for each career pathway. CTSO provides a place to practice employability skills, build professional networks and encourage leadership skills. 3. Provide a clear understanding of all the opportunities for students in each pathway. 4. Determine a strategy to uncover which credentials are needed and valued by employers in our local area. 5. Determine a strategy to discern how we teach, assess, and report career & employability skills standards.					
2. Measurable Outcomes (report results in next APR):					
1. Host three meetings in FY25 with local industries, Chambers of Commerce, Jobs & Training, Professional Workforce Training Center at the colleges, faculty, advisory committees, and other relevant organizations to identify up-skills, micro-credentials or training currently being					

4. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

    a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

The Oak Land Education Partnership has a strong connection between our local workforce development (Central MN Jobs and Training and Anoka Jobs and Training), local advisory boards, colleges, and school districts which is evidenced throughout the FY25 grant application, previous grant applications, and our monthly meeting notes. One of our largest career exploration strategies is the 8th-grade college and career exploration tours.

Career guidance and academic counseling are supported throughout the grant. However, each college and school district has an organized system regarding how students are communicated with (in-person, technology), counseled, and guided through their program of choice.

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

Career information is disseminated through a variety of strategies listed in this narrative and throughout the grant.

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

Each high school/district provides these services in collaboration with Jobs and Training Services.

In addition, the leadership team collaborates on many boards and industry-related committees. Beginning in FY25, the leadership team will be changing the meeting structure (N10) to increase the knowledge base of the team.
College/Training:
- Anoka Technical College Advisory Board
- Anoka Ramsey Community College (Coon Rapids) Advisory Board
- Auto Tech Advisory at Hennepin Technical College
- Graphic Design at Hennepin Technical College
- CNC Service Tech at Anoka Technical College
- CNC Machining at Anoka Technical College
- Lynnes Welding
- CTE/Counselor Network through Resource & Training in St. Cloud
- Cambridge-Isanti C4 (Career & College Community Collaborative)-leader
- Cambridge-Isanti School District Strategic Planning Committee-member
- Minnesota CTE Fellowship-member

Workforce Development:
- MACTA
- Elk River Chamber of Commerce Board

- Resource Training Solutions CTE Advisory Committee
- Vice Chair of the Youth Committee at Central MN Jobs and Training Service (CMJTS/Career Force)
- Cambridge-Isanti Rotary Club
- North 65 Chamber of Commerce
- First Bank and Trust Advisory Board
- Anoka County Workforce Development Committee
- Chair of the Anoka County Standing Youth Committee
- CCS are on the Anoka Area Chamber of Commerce Education Committee
- North 65 Chamber of Commerce-member

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

	Workforce Center Collaboration	Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	**$8000**
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3.	**Postsecondary Subtotal**	0
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	**$5000**
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	**Secondary Subtotal**	0
7.	**TOTAL**	**$13,000**

Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

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

Through anecdotal evidence as well as statewide and nationwide teacher retention data, it is clear that new teachers feel overwhelmed and unsupported during their first years as teachers. There is a need to provide additional support for CTE teachers (retention) in order to understand how to implement successful CTE programs, obtain valuable on-time professional development (Narrative 8), funding classroom needs, and provide resources.

(Parr, A., and Kaihoi, C. (2021). *Understanding the Minnesota Teacher Workforce: Patterns of Teacher Demographics, Educational Background, Employment, and Attrition.* St. Paul, MN: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.) and (2023 Biennial Report Supply & Demand of Teachers on Minnesota)

2. Strategies to address need:

1. Purchase equipment, resources and safety TSA for the following career clusters (see budget for specifics):
   - Health Science & Emergency Services
   - Architecture and Construction
   - Information Technology
   - Manufacturing & Trade Occupations
   - Education/Training
   - Transportation, Distribution and Logistics
   - Business & Finance
   - Health Science Human Services specifically Social Work
   - Agriculture, Food, and Natural Resources
2. Implement a computer typing program for incoming new students at ATC.

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

1. Improve the level of performance on the following indicators:
   - 1S1 from 91.10% to 91.84% in FY25
   - 2S1 from 55.83% to 56% in FY25

- 3S1 from 54.51% to 56.50% in FY25
- 4S1 from 23.92% to 24.5% in FY25
- 1P1 from 91.90% to 92.1% in FY25
- 2P1 from 52% to 52.84% in FY25
- 3P1 from 18.43% to 18.67% in FY25

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

There is a need for a clear messaging to industry partners that there are career opportunities at a CTE educator at both the secondary and postsecondary level.

2. Strategies to address need:

1. Partner with local industries to determine school equipment and lab needs, upgrade to industry standard equipment to attract qualified CTE teachers.
2. Provide messaging to share with industry partners regarding positions in education. This could be disseminated through local advisory committees or boards that our leadership team are associated with. This career path could be supplemental to a full-time job with an opportunity to share their wealth of knowledge with students.
3. Fund equipment needs as directed through advisory committee leadership.

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

1. Determine the percentage of secondary teachers using an OFP in order to increase the number of teachers appropriately and fully licensed.
2. Purchase and document (equipment list) industry standard equipment as it relates to the CLNA and advisory committee recommendation.
3. Increase the level of performance for indicator 3S1 from 54.51% to 56.50% in FY25.
4. Increase the level of performance (1P1) from 1P1 from 91.90% to 92.1% in FY25.
5. Increase the level of performance (2P1) from 52% to 52.84% in FY25.

4. Provide additional narrative to address the following:
   a. How will your consortium improve both the academic and technical skills of students in CTE programs?
      - By strengthening the academic and career and technical components of such programs
      - Through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
      - To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

The Oak Land Education Partnership through the CLNA determined CTE programs that are High-Skill, High-Wage, and In-demand as a consortium and for each local college or high school campus. There are funds & support to partners for the advancement of CTE programming and integration needs within their respective districts and institutions. This allows each entity to address individual barriers and

needs on their campuses. Throughout the grant, you will notice collaborative dollars for consortium-wide initiatives. We will continue the use of industry-recognized credentials requested by our local employers and determine if additional micro-credentials would enhance our programs. This allows all students to have an advantage when looking for employment and develop a sense of success with attainment (e.g. Microsoft Office, OSHA 10, ServSafe, SP2, and Nursing Assistant).

The funds allocated are being utilized to address the needs identified in the Comprehensive Local Needs Assessment (CLNA) and Every Student Succeeds Act (ESSA).
The integration of Technical Skill Assessments (TSA) and equipment purchases suggests a hands-on approach to education, which is crucial for preparing students for success in both academic and vocational pursuits. Providing professional development opportunities further enhances the effectiveness of educators in delivering individualized instruction that aligns with both academic and CTE standards.
Investing in equipment across various aspects of the industry indicates a commitment to providing students with practical, real-world experience, which is essential for their future success in the workforce. By implementing strategies aimed at improving student achievement and performance, the overall goal is to ensure that CTE programs are effective in preparing students for careers while also meeting academic standards.
With the strategies listed in Narrative 5, Oak Land works as a team (see N10 - consortium structure) to determine SRPOS, strategies, and funding priorities. Currently, Oak Land meets the required performance indicators in these areas. However, we are actively working to maintain this by providing CTE courses that include math and reading academic skills within the curriculum.

Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

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

The performance indicator data shows that there are some underrepresented groups that do not have the same access to programming options. Our consortium identified barriers and disparities that prevent equal access to CTE programs for all students. There is a need to create strategies to address socio-economic, geographical, and systemic barriers that may hinder access.

2. Strategies to address need:

1. Ensure that educational materials are available in accessible formats, and provide accommodations to meet diverse learning needs
2. Advocate for equitable funding and resources for CTE programs across all schools.
3. Ensure that schools serving diverse student populations receive adequate support for CTE infrastructure, equipment, and faculty development.
4. Allow contracted services to introduce/offer high demand - high wage careers to underrepresented populations where it may not be an option.
5. Accommodate diverse learning styles and preferences by offering flexible program delivery options. Develop hybrid or online CTE courses and provide resources for remote learning. Ensure that program formats are inclusive and accessible to all students.
6. Ensure equitable access and increased career exposure for underrepresented groups, including BIPOC, low-income students, and those with disabilities.
7. Implement targeted outreach programs, partnerships with community organizations, and mentorship initiatives to encourage underrepresented groups to explore and participate in CTE programs.
8. Establish partnerships with local businesses, community organizations, and industry leaders to create awareness, provide tours and internships, job shadow opportunities and enhance the relevance of CTE programs. These partnerships can also contribute to mentorship and WBL opportunities.
9. Provide information and guidance about CTE pathways and career options to students.
10. Enhance career counseling services in schools, providing information about the variety of CTE programs available, potential career paths, and the benefits of CTE education. Establish

partnerships with industry professionals for mentorship programs.

11. Fund a Health Science Tutor at ATC to increase retention efforts.
12. Provide student equity support for retention (could include PD for faculty).
13. Continue the ACC postcard campaign to encourage students who have earned ACC to enroll at the two consortium colleges.

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

1. Improve accountability indicator levels:
   - Maintain or increase 2S1 at 50.76% in FY25.
   - Increase 2S2 for black students from 28.4% to 29.5% in FY25.
   - Increase 3S1 performance indicator for Hispanic students from 21.41% to 22.5% in FY25.
   - Increase 3S1 performance indicator for Special Education students from 31.53% to 33% in FY25.
   - Increase 3S1 performance indicator for Economically Disadvantaged students from 10.77% to 12%.
2. Increase the number of ACC awards from 9620 (FY24) to 9950 by reducing the number of pending students in the data base.

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐ X	2 ☐	3 ☐	4 ☐	5 ☐
1P1: (Retention and Placement) ATC and ARCC met Performance Indicator goals. However, Oak Land identified the following performance gap: • Out of Workforce Individuals are significantly lower than the indicator average.					
2. Strategies to address need:					
1. Implement EAB Navigate Software at ARCC/ATC. This software will assist in closing the feedback loop between services and academics.					
3. Measurable Outcomes (report results in next APR):					
1. 1P1: Increase individuals preparing for a nontraditional career from 89.86% to 91% in FY25.					

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

Indicator 3P1 data reviewed demonstrates that female (16.20%) and white students (19.67%) are significantly lower than indicator average. Economically Disadvantaged and single parent students are lower than the indicator average for both 2P1 and 3P1. The academic areas Architecture and Construction and Health Science are lower than the indicator average, with manufacturing careers at a much lower percent.

5. Strategies to address need:
1. Further analyze trend data and programmatic data to determine if there are additional strategies that need to be implemented (FY25).

6. Measurable Outcomes (report results in next APR):
1. 2P1: Increase individuals preparing for a nontraditional career from 55.38% to 60% in FY25.   2. 3P1: Increase individuals preparing for a nontraditional career from 98.43% to 99% in FY25.

4. Provide additional narrative to address the following:

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

The barriers for special populations are always considered but applied to the CTE population as a whole. Implement EAB Navigate Software at ARCC/ATC. This software will assist in closing the feedback loop between services and academics. The curriculum is distributed in a variety of accessible formats and provides accommodations to accommodate diverse learning styles and preferences. In addition, flexible program delivery options are also available. The consortium embeds equitable access and increased career exposure for underrepresented groups, such as BIPOC, low-income students, and those with disabilities.

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

As a group, we continue to implement targeted outreach programs, create partnerships with community organizations, and mentorship initiatives to encourage underrepresented groups to explore and participate in CTE programs.

We are growing our established partnerships with local businesses, community organizations, and industry leaders as well as adding new partners. Consortium leadership advocates for CTE at the local, state, and national levels.

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

Starting in the fall of 2024 we are making changes to our monthly consortium leadership team meeting agenda to allow for additional time to share best practices. As noted in Narrative 5, Need C this is important for continuous improvement to meet the needs of our special populations.

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

The Oak Land Education Partnership supports the laws, rules, and regulations in place by the state and local governments as well as district and college policies. Our leadership team continues to look through an equity lens as we improve programs and policies for our consortium. We will continue to provide professional development to eliminate implicit bias.

Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☒	2 ☐	3 ☐	4 ☐	5 ☐
5S3 Program Quality - Work Based Learning The Oakland Consortium will need to continue to focus on growing and increasing opportunities for WBL experiences for all students to gain valuable employability skills. These skills were identified by our local employers in the CLNA surveys and from the performance indicator data showing only 15.26% of students participating overall in WBL. Additional best practices will need to be identified in order to assist staff in earning additional licenses and/or endorsements. The consortium will need to collaborate more with administration to implement or expand WBL in our consortium. The consortium needs to identify errors in reporting measures to address discrepancies.					
2. Strategies to address need:					
1. Identify additional best practices to assist staff in earning licenses and/or endorsements. 2. Continue to work with Lakes Country Cooperative to provide teacher endorsements/credentials and CTE licensure. 3. Collaborate more with administration to implement or expand WBL (to include curriculum writing) in our consortium. 4. Identify secondary reporting errors to address discrepancies in performance indicators. 5. Establish additional partnerships with local businesses, community organizations, and industry leaders to create awareness, provide tours, internships, job shadow opportunities and enhance the relevance of CTE programs. These partnerships will contribute to mentorship and WBL opportunities. 6. Support transportation needs, field trips, and certifications. 7. ARCC was awarded a grant for health science (Nursing, PTA, Pharmacy Technician, Licensed Alcohol and Drug Counseling Studies and Social Work) students to be paid for clinical hours.					
3. Measurable Outcomes (report results in next APR):					
1. Report secondary instructors earning additional CTE endorsements in FY25 and FY26. 2. Report secondary instructors earning CTE licensure in FY25 and FY26. 3. Increase indicator 5S3 levels of performance from 15.86% to 16.5%. 4. 1P1: Increase individuals preparing for a nontraditional career from 89.86% to 91% in FY25. 5. 2P1: Increase individuals preparing for a nontraditional career from 55.38% to 60% in FY25. 6. 3P1: Increase individuals preparing for a nontraditional career from 98.43% to 99% in FY25.					

4. Provide additional narrative to address the following:

    a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

Students at Anoka Technical College coordinate with their instructors and department chairs to develop work-based learning opportunities such as internships. Additionally, students also have the opportunity to connect with employers through our career software and connections counselor.

Each school district has WBL programs. Over the past two years, gains have been made with increased offerings due to an increase of WBL endorsements.

    b. Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.

The consortium collaborates closely with industry partners to develop Work-Based Learning (WBL) programs and internships. These programs aim to provide students with practical, hands-on experience in real-world work environments, which is invaluable for their future careers.

Aligning WBL programs with equity and access goals indicates a commitment to ensuring that all students, regardless of background, have equal opportunities to participate in these valuable learning experiences. Encouraging additional CTE endorsements, such as WBL, suggests a recognition of the importance of integrating practical, career-focused education into the curriculum.

Increasing the number of WBL site locations demonstrates a proactive approach to expanding opportunities for students to engage in work-based learning experiences. This expansion will provide students with a wider range of industries and professions to explore, helping them make more informed decisions about their future career paths.

Overall, these efforts enhance educational experiences by bridging the gap between classroom learning and real-world application, ultimately preparing students for success in the workforce.

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

Financial resources and strategies are discussed throughout Narrative 6.

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

Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☒
The performance indicator data shows that there are some underrepresented groups that do not have the same access to programming options. Our consortium identified barriers and disparities that prevent equal access to CTE programs for all students. There is a need to create strategies to address socio-economic, geographical, and systemic barriers that may hinder access.					
2. Strategies to address need:					
1. Continue to identify where the gaps and needs exist 2. Train careers advisors, school counselors and the SPED coordinator in providing equal access by reducing barriers to CTE courses, CIS courses and PSEO. 3. Ensure careers advisors, school counselors, teachers and the SPED coordinator understand the difference between the early college credit options available in high school. 4. Identify and explore opportunities to increase college credit attainment during high school (ACC, Concurrent Enrollment and PSEO by contract). 5. Market these opportunities (listed in strategy 1) to underrepresented groups.					
3. Measurable Outcomes (report results in next APR):					
1. Training is provided to the groups identified in the strategies. 2. Marketing initiatives are created and disseminated.					

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

Results from our survey indicated a need for industry recognized micro-credentials across all career fields as well as improved employability skills.

Feedback from our industry partners indicated pipeline concerns in the following career clusters which is corroborated with DEED and Real Time Talent data.

- Health Science (Dental, Respiratory Assistant, Medical Billing and Coding) & Emergency Services
- Architecture and Construction (Construction & Design/Pre-construction)
- Information Technology
- Manufacturing & Trade Occupations
- Education/Training
- Transportation, Distribution and Logistics (Facility and Mobile Equipment Maintenance (Aviation) & Transportation Operations & Logistics)
- Business & Finance
- Health Science Human Services specifically Social Work

2. Strategies to address need:

1. Research and have conversation with local industries, including collaboration with our local Chambers of Commerce, Jobs & Training, Professional Workforce Training Center at the colleges and other relevant organizations to determine what up-skills, micro-credentials or training is needed.
2. Determine what micro-credentials are currently being offered.
3. Share research with faculty to discuss how to best structure and embed certifications, internships, and micro-credentials into their courses and program structure.
4. Embed micro credentials and potential internship opportunities in our CTE pathways classes and programming that local employers' value.
5. Ensure staff and students understand the credentials that being offered and their importance in each industry.
6. Increase exposure to pathways through marketing and experiential learning experiences.
7. Continue to support and grow CTSOs to help build these skills, professional connections and a true understanding of industry credentials.
8. Provide micro-credentials in our CTE Pathways classes such as OSHA 10, ServSafe, Nursing Assistant that local employers value.

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

1. In partnership with industry, customized training, Chamber of Commerce, advisory boards identify one program in our consortium for micro-credential for implementation.
2. Host three meetings in FY25 with local industries, Chambers of Commerce, Jobs & Training, Professional Workforce Training Center at the colleges, faculty, advisory committees, and other relevant organizations to identify up-skills, micro-credentials or training currently being offered and what would be in need of modification or development.

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

A review of CE, ACC, and PSEO data, demonstrated a need to ensure the pathway scope connects postsecondary with secondary career and technical education via articulation agreements and/or dual credit, etc.

5. Strategies to address need:

1. Continue ACC postcard marketing to all HS ACC participants with awards (see N5)
2. Continue Articulation meetings/website in the fall to bring in more teachers to participate and learn about the college partnerships.
3. Co-fund (with other consortia partners) articulation meetings and the www.CTEcreditMN.com website.
4. Through the College High School Partnership, review all ACC agreements to ensure a pathway to a career or college program.
5. Increase concurrent enrollment and other opportunities for students to earn college credit while in high school.

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

1. ACC agreements are updated to reflect a direct pathway connection.
2. Increase the number of ACC awards from 9620 (FY24) to 9950 by reducing the number of pending students in the data base.
3. Increase ACC redemption by improving the data collection system.
4. Increase ARCC Concurrent Enrollment from 2602 students to 2615 in FY25.
5. Increase the ATC Concurrent Enrollment from 87 to 90 students in FY25.

1. Provide additional narrative to address the following:

   a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

The Oak Land Education Partnership offers a variety of avenues for students to earn college credit while in high school:
- Articulated College Credit
- Concurrent Enrollment
- PSEO

In addition, our consortium will determine what and if micro-credentials should be added to the curriculum at both the high school and college levels. While this may not lead to college credit, it will provide additional ways for students to demonstrate competency.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.
1234

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

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

Through anecdotal evidence as well as statewide (see sources below) and nationwide teacher retention data, it is clear that new teachers feel overwhelmed and unsupported during their <u>first years</u> as a teacher. There is a need to provide additional support for CTE teachers (retention) in order to understand how to implement successful CTE programs, obtain valuable on-time professional development, funding classroom needs, and provide resources.

(Parr, A., and Kaihoi, C. (2021). *Understanding the Minnesota Teacher Workforce: Patterns of Teacher Demographics, Educational Background, Employment, and Attrition.* St. Paul, MN: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.) and (2023 Biennial Report Supply & Demand of Teachers on Minnesota)

2. Strategies to address need:

1. Provide funding to allow CTE teachers and leaders complete professional development in their curricular area.
2. Allow time for paid curriculum development after training.
3. Fund CTSO advisors as they play a pivotal role in nurturing the skills and talents of the future workforce and showcase the achievements of the students.
4. Encourage mentorship programs and professional development for new teachers along with opportunities to learn about and complete necessary CTE licensing if needed.
5. Provide funds for CTE leadership to support teachers on a local, state and federal level.

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

1. Increased instructor retention in the colleges and districts which could potentially increase retention rates at the colleges. Increase 1P1 data from 91.9% to 92.5% in FY25.

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

Through anecdotal evidence as well as statewide and nationwide teacher retention data, veteran teachers may have outdated teaching methods, and/or lack comfort in updated industry specific technology. There is a need for professional development in collaboration with business & industry to learn updated industry skills.

(Parr, A., and Kaihoi, C. (2021). *Understanding the Minnesota Teacher Workforce: Patterns of Teacher Demographics, Educational Background, Employment, and Attrition.* St. Paul, MN: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.) and (2023 Biennial Report Supply & Demand of Teachers on Minnesota)

5. Strategies to address need:

1. Provide professional development for veteran teachers to update their industry skills and teaching methods.
2. Support curriculum writing to imbed additional industry skills.

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

1. Increased instructor retention in the colleges and districts which could potentially increase retention rates at the colleges. Increase 1P1 data from 91.9% to 92.5% in FY25.

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

There is a need for a clear messaging to industry partners that education is another career opportunity. In addition, outdated labs/spaces/curriculum with few resources does not attract highly qualified teachers (recruitment).

(Parr, A., and Kaihoi, C. (2021). *Understanding the Minnesota Teacher Workforce: Patterns of Teacher Demographics, Educational Background, Employment, and Attrition.* St. Paul, MN: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.) and (2023 Biennial Report Supply & Demand of Teachers on Minnesota)

2. Strategies to address need:

1. Market to industry professionals regarding education careers.
2. Assist industry professionals to become licensed educators and/or meet PELSB requirements.
3. Launch "Here's Your Keys, Good Luck." Our own consortium leader, Dimitria Harding created a streamlined training program that will equip technical experts who lack teaching experience with the necessary tools to apply their technical knowledge to the classroom, yielding improved instructor retention, enhanced student outcomes and institutional efficiency.

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

1. Report secondary instructors earning additional CTE endorsements in FY25 and FY26.
2. Report secondary instructors earning CTE licensure in FY25 and FY26.

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

Data across all of our school districts and colleges would indicate that there are very few teachers of color in all areas, particularly in CTE. In our largest district there are approximately 55% white students with 45% non-white students. Anecdotal evidence suggests teachers of color are not embraced by colleagues in the local buildings. There are two important needs: 1) encourage people to consider the field of education, 2) provide an atmosphere conducive to retaining employees/teachers of color.

2. Strategies to address need:

1. Improve the implementation of "Be a Teacher, Change the World" event geared for high school students.
2. Provide current educators with the knowledge and tools to reduce bias in order to embrace non-white professionals.

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

1. Maintain or increase the number of students participating in "Be a Teacher, Change the World". FY24 records indicate 130 students attended. Increase participation to 140 students from our consortium.
2. Share best practices for eliminating bias in the classrooms and workplace.
3. Increase student performance for performance indicator 4S1 from 15.86% to 16.36% in FY25.
4. 3P1: Increase individuals preparing for a nontraditional career from 98.43% to 99% in FY25.

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

There are several strategies in the FY25 grant to support the recruitment and preparation of educational professionals. Highlights include:
- Launch "Here's Your Keys, Good Luck." One of our consortium leaders, Dimitria Harding created a streamlined training program that will equip technical experts who lack teaching experience with the necessary tools to apply their technical knowledge to the classroom, yielding improved instructor retention, enhanced student outcomes, and institutional efficiency.
- Improve labs to demonstrate our commitment to industry standards.
- Offer WBL endorsements through Lakes Country Service Cooperative.
- Increase WBL offerings throughout our consortium.

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

Professional Development is funded for:
- Veteran teachers to upskill
- Educator externships
- Additional teacher certifications, endorsements, and licensure
- Curriculum writing following PD

New teachers are provided:
- Mentors
- Curriculum writing time

Classroom and lab facilities are continually being brought to industry standards.

Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

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

Program Placement performance indicator data was assessed. There are performance gaps in several areas. Multi-language learners score below proficiency levels for math (29.85%), reading (37.43%), and science (31.41%). What is interesting, however, is that these same students are not showing achievement gaps in post-program placement in 2-year programs but do show gaps for 4-year programs (22.69%) and a slight gap in employment. The consortium needs to determine if there is better programming and collaboration that can support our MLL learners in gaining entry-level employment skills and participating in work-based learning while in high school.

The Oakland Consortium will need to continue to work on addressing the gaps in most of the student performance measures. The need is to understand why Hispanic, Special Education, Economic Disadvantaged, Multi-language learners, Homeless, and Youth in Foster Care students are not performing as well in the CTE programs. Strategies need to be developed to rectify this situation. The consortium will need to implement best practices and strategies that focus on equity and inclusion for underrepresented populations in high-demand sectors.

Additionally, there is a need identified through Perkins accountability data as well as input from business partners (advisory committee reports and surveys) to reinforce academic skills through industry-specific training to improve math and reading skills for CTE learners.

2. Strategies to address need:

1. Work with 8th and 9th grade math and CTE instructors to bridge a gap in math competency and retention.
2. Continue to imbed math standards in CTE programs and courses.
3. Provide CTE instructors with knowledge as to how the math and reading in CTE courses relates to the traditional math and reading courses.

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

1. Increase Accountability Measure 2S1 from 55.83% to 56.5% in FY25.
2. Increase 2S2 for black students from 28.4% to 29.5% in FY25.

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

	1	2	3	4	5
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	☒	☐	☐	☐	☐

1S1 Graduation Rate (4 Year)

Performance Indicator data was reviewed. There are performance gaps for Multi Language Learners (52.52%), Homeless Youth (17.72%), and Youth in Foster Care (15.57%).   Additionally, there is a notable gap in Hawaiian/Pacific Islander students, but it would be unethical to make programmatic decisions where cell sizes are less than 20 students as it is not statistically valid. The consortium also took note that students receiving services for Special Education (18.09%) showed a sizable achievement gap. However, this data point is challenging to make a major impact due to the high volume of students taking advantage of transition programming until age 22 and this data is based on 4-year graduation rates. Our consortium must understand why so many special education students are over-referred for transition programming and how CTE can support local district efforts and positively impact higher 4-year graduation rates for students on IEPs.

2. Strategies to address need:

1. Work with Special Education departments and district administration to understand and determine why special education students are over-referred for transition programming.
2. Determine how CTE programming can positively impact students with and IEP.
3. Implement the strategies determined in strategy 2 (FY26)

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

1. Increase in accountability measure 1S1 especially for students on an IEP. Increase 4-year graduation rate from 78.48% to 79.5%

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

2P1: (Completion of Certificate, Degree, etc.)
Based on the 2P1 indicator data black, two or more races are performing significantly lower than the rest of the cohort. The following clusters are completing at a significantly lower level than the indicator average: Agriculture, Foods and Natural Resources; Business, Management and Administration; Education; Finance; Information Technology and STEM in general.

4. Strategies to address need:

1. ARCC will explore ANFR industry certification options to stack into the Environmental Science AS degree by collaborating with industry representatives to design certification options.
2. Be a Teacher, Change the World initiative - build upon the successful symposium for students.
3. Expand CE course offerings across the consortium.
4. Expand Information Technology (CNET) courses with high schools in collaboration with ARCC faculty
5. STEM
   - Support the Bridges initiative.
   - Disseminate and provide PD for culturally responsive teaching practices to implement in courses.

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

1. A report initiated by ARCC will be shared with the leadership team in regard to ANFR industry certification.
2. One CNET course will be added to one consortium high school.
3. Increase ARCC Concurrent Enrollment from 2602 students to 2615 in FY25.
4. Increase the ATC Concurrent Enrollment from 87 to 90 students in FY25.

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

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

2S1, 2S2, 2S3
Multi-language learners score below proficiency levels for math (29.85%), reading (37.43%), and science (31.41%). What is interesting, however, is that these same students are not showing achievement gaps in post-program placement in 2-year programs but do show gaps for 4-year programs (22.69%) and a slight gap in employment.

1S1
There are performance gaps for Multi Language Learners (52.52%), Homeless Youth (17.72%), and Youth in Foster Care (15.57%). The consortium also took note that students receiving services for Special Education (18.09%) showed a sizable achievement gap.

2P1
Based on the indicator data black, two or more races are performing significantly lower than the rest of the cohort. The following clusters are completing at a significantly lower level than the indicator average: Agriculture, Foods and Natural Resources; Business, Management and Administration; Education; Finance; Information Technology and STEM in general.

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

1. Work with Special Education departments and district administration to understand and determine why special education students are over-referred for transition programming.
2. Determine how CTE programming can positively impact students with an IEP.
3. STEM
    - Support the Bridges initiative.
    - Disseminate and provide PD for culturally responsive teaching practices to implement in courses.

Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X ☐	2X ☐	3X ☐	4X ☐	5x ☐
Data was analyzed and needs were identified throughout all of the CLNA elements. As a consortium we have strategies in place to accomplish our goals and meet the needs identified. Our leadership team has many duties as assigned. However as a consortium we have systems in place to achieve our outcomes such as successful 8th grade college and career exploration, "Be a Teacher, Change the World" initiative as well as improvements to our leadership team structure and meetings.					
2. Strategies to address need:					
1. Support our leadership team through PD (e.g. MACTA Fellowship). 2. Advocate for CTE at the local, state, and federal levels. 3. Support the Career and Technical Education Specialist position as well as consultant assistance for special projects.					
3. Measurable Outcomes (report results in next APR):					
1. Strategies are carried out throughout the grant. 2. Leadership team meeting structure is improved.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐ X	3 ☐	4 ☐	5 ☐
The Oakland Consortium has two larger secondary school districts and three smaller school districts with different capacities to offer the same level of pathways and classes. The goal is to make sure all districts can offer pathways that are high-skill, high-wage, and/or in-demand for their geographical area. There is a need for districts to collaborate with advisory committees as well as business and industry to understand programmatic changes to impact the demand of the future workforce.					
2. Strategies to address need:					
1. Determine service committees each college and district leadership team member is active in order to share best practices that may be implemented within our consortium.					

3. Measurable Outcomes (report results in next APR):
1. Change our monthly meeting agenda to schedule time to share and document best practices occurring in our consortium.

4. Provide additional narrative to address the following:
    a. Describe your consortium's formal governance structure, including:
        ● How the consortium leadership is organized,

The Oak Land Education Partnership (OLEP) consists of two colleges, five independent school districts, and two CareerForce (15 High Schools, 5 Alternative Learning Centers, and 2 CareerForce Partners). The partnership is represented by two teams (Leadership and Executive).

__Leadership Team__ consists of 13 representatives.
  __Representatives – Postsecondary__
  1. Anoka Technical College (ATC) (1 Representative)
  2. Anoka Ramsey Community College (ARCC) (Fiscal Agent) (1 Representative)
  __Representatives – Secondary__
  3. Anoka Hennepin District #11 (Fiscal Agent) (1 Representative)
   Andover High School; Anoka High School; Blaine High School; Champlin Park High School; Coon Rapids High School; Crossroads Alternative; STEP (Secondary Technical Education Program); STEP Ahead On-Line
  4. Cambridge-Isanti Schools (1 Representative)
   Cambridge-Isanti High School; Riverside Academy
  5. District 728 (Elk River Area Schools) (1 Representative)
   Elk River High School; Ivan Sand Community School; Rogers High School; Spectrum High School; Zimmerman High School
  6. Princeton Public Schools (1 Representative)
   Princeton High School; Princeton Online Academy; Princeton Area Learning Center
  7. St. Francis Public Schools (1 Representative)
   Crossroads School & Vocational Center; St. Francis High School
  __Representatives (additional)__
  8. Consortium Grant Coordinator (1 Representative)
  9. Articulation Coordinator (1 Representative)
  10. POS Coordinator (1 Representative)
  11. CTE Perkins Specialist (1 Representative)
  12. Anoka County Jobs and Training (1 Representative)
  13. Central MN Jobs and Training (1 Representative)

  __Executive Team__ consists of 5 representatives.
   __Postsecondary -__ 2 Representatives (to include fiscal agent)
   __Secondary__ - 1 Representative (fiscal agent)
   __Consortium Grant Facilitator__ - 1 Representative

CTE Perkins Specialist – *1 Representative*

- Processes used for making financial decisions,

The Leadership team works to build consensus. If consensus cannot be reached, there is a voting plan in place. However, we have never had to use the voting plan.

- Processes and structures in place to ensure secondary and postsecondary collaboration, and

Our monthly consortium meetings (in-person and online), data day, and additional gatherings create an atmosphere of collaboration.

- Communication systems in place to ensure all consortium members are continually informed.

Our team utilizes phone, text, email, Zoom, Teams, and Google Docs to stay informed.

- Note any areas of governance that are being developed or improved.

Each year we improve our leadership meetings by introducing new agenda items or meeting organization to continually improve.

Narrative 11: Reserve Funds

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

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

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

Through anecdotal evidence as well as statewide and nationwide teacher retention data, it is clear that new teachers feel overwhelmed and unsupported during their first years as teachers. There is a need to provide additional support for CTE teachers (retention) in order to understand how to implement successful CTE programs, obtain valuable on-time professional development (Narrative 8), underline funding classroom needs, and provide resources.

(Parr, A., and Kaihoi, C. (2021). *Understanding the Minnesota Teacher Workforce: Patterns of Teacher Demographics, Educational Background, Employment, and Attrition.* St. Paul, MN: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.) and (2023 Biennial Report Supply & Demand of Teachers on Minnesota) |
| **Reserve Category:**   ☐ Performance Gaps   ☐X Develop or Improve POS/CTE programs |
| 2. **Strategies to address need:** |
| 1. Purchase equipment and resources and provide professional development for the following career clusters (see budget for specifics): Manufacturing & Trade Occupations Transportation, Distribution and Logistics |
| 3. **Measurable Outcomes (report results in next APR):** |
| 1. Improve the level of performance on the following indicators: 1S1 from 91.10% to 91.84% especially for ELL students. |

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

2P1: (Completion of Certificate, Degree, etc.)
Based on the 2P1 indicator data black, two or more races are performing significantly lower than the rest of the cohort. The following clusters are completing at a significantly lower level than the indicator average: Agriculture, Foods and Natural Resources; Business, Management and Administration; Education; Finance; Information Technology and STEM in general.

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

2. Strategies to address need:

1. Implement EAB Navigate Software at ARCC/ATC. This software will assist in closing the feedback loop between services and academics.
2. Support the Bridges initiative

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

1. Increase the SDLP 1P1 from 91.90% to 92.11% in FY25.

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

The performance indicator data shows that there are some underrepresented groups that do not have the same access to programming options. Our consortium identified barriers and disparities that prevent equal access to CTE programs for all students. There is a need to create strategies to address socio-economic, geographical, and systemic barriers that may hinder access.

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

5. Strategies to address need:

Fund a Health Science Tutor at ATC to increase retention efforts.

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

1. Increase Health Sciences 3P1 from 12.88% to 30% in FY25. (This is underscored by a specified Health Science Tutor at ATC, the implantation of EAB Navigate, and the continuation of our BRIDGES initiative and department goals).

4. Provide additional narrative to address the following:

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

The Oak Land consortium has various challenges related to equity and access, particularly concerning socio-economic, geographical, and systemic barriers. These barriers are reflected in accountability

indicators, where certain demographic groups, such as Black and multiracial students, are performing significantly lower than others. Additionally, specific clusters within Career and Technical Education (CTE) programs are completing at levels below the indicator average, including Agriculture, Foods, and Natural Resources; Business, Management, and Administration; Education; Finance; Information Technology; and STEM fields.

Given these disparities, we will address inequities and implement targeted strategies to improve outcomes for all students. This may involve providing additional support and resources to underserved communities, addressing systemic issues within the education system, and implementing interventions tailored to the needs of specific demographic groups and CTE clusters.

Furthermore, the focus on retention in Health Sciences at the postsecondary level (1P1 and 2P1) indicates a recognition of the importance of supporting students throughout their educational journey to ensure they complete their programs. This focus on retention aligns with broader efforts to improve student outcomes and address equity gaps within the consortium.

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

There is a focus on two secondary Career Clusters for the reserve funding.

- Expansion - Manufacturing & Trade Occupations through Teacher Externships, Professional Development, and the purchase of two Tormach 8L Lathes.
- New program (Year 2) - Transportation, Distribution, and Logistics. The large equipment wrapping program will be purchasing equipment for this program. The wrapping program is in year 2 of growth.

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

To be submitted with the 2024 Local Application

Consortium Name:	Oak Land Education Partnership

Purpose of the CLNA Results and Priorities

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

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

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

The Oak Land Education Partnership reached out to its partners and key partners. The following is a list of CLNA engaged partners:
- CTE Advisory Committees from both colleges and all districts
- Education Administrators
- Counselors
- Cultural Liaisons
- Students
- Parents
- CTE Faculty
- WBL Coordinators
- Elk River Chamber
- CTSO Advisors (student input)
- Business & Industry
- CareerForce Representatives
- Indian Education Representatives
- District Continuous Improvement Reporting

On January 10 (via Zoom) and January 16, 2024 (in-person), the partnership gathered to review and analyze the CLNA data collected. The Oak Land Leadership Team had the following goals:

1. Interpret the data and look for connections (connections to World's Best Workforce or College Strategic Plans)
2. Discover the performance gaps in each data piece
3. Determine occupations in demand
4. Decide where funds would address performance gaps (draft)
5. Draft goals/strategies to reduce the gaps (within occupations in demand) discovered

Data Reviewed:
- Advisory Committee Survey
- DEED – Labor Market Data
- MN State Demographic Changes
- Oak Land Perkins Performance Report
- Real-Time Talent information as provided by MN state
- Perkins Data – Postsecondary - Power BI
- Perkins Data – Secondary
- ACC (Articulated College Credit) Year-End Report FY23
- ARCC Declared Majors Report
- ATC Strategic Plan https://www.anokatech.edu/about/strategic-plan/
- ARCC Strategic Plan https://www.anokaramsey.edu/about-us/mission-strategic-plan/
- World's Best Workforce District Reports
- SLEDS data
- Past Funding Priorities based on POS
- Anecdotal Information Provided by Stakeholders/Partners

Data was analyzed as a group, individually by district/college, and in small groups with our goals listed above in mind. Conclusions were documented. During the February 2024 monthly Leadership Team meeting via Zoom, the draft CLNA document was reviewed and edited. At the March 2024 meeting, the Leadership Team finalized the CLNA. All documents were in our Google Drive for continual conversation.

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

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

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

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

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

Name	Title	Group Represented
Advisory Committee Anonymous Survey	Advisory Committee Members (Secondary/Postsecondary)	Business and Industry
Luke Greiner	DEED	
	Real Time Talent	
Anoka Hennepin	Cultural Liaisons	Special Populations
5 Consortium Districts		Students, Parents
2 Colleges		Students
5 Consortium Districts		Work Based Learning
Elk River Chamber		
AH Indian Education Representatives		

Prioritizing Needs (Optional)

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

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A:											
Need B:											
Need C:											
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A:											
Need B:											
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A:											
Need B:											
Need C:											
Need D:											
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A:											
Need B:											
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A:											
Need B:											
Need C:											
Need D:											

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

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

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A
1S1 Graduation Rate (4 Year)
Performance Indicator data was reviewed. There are performance gaps for Multi Language Learners (52.52%), Homeless Youth (17.72%), and Youth in Foster Care (15.57%).   Additionally, there is a notable gap in Hawaiian/Pacific Islander students, but it would be unethical to make programmatic decisions where cell sizes are less than 20 students as it is not statistically valid. The consortium also took note that students receiving services for Special Education (18.09%) showed a sizable achievement gap. However, this data point is challenging to make a major impact due to the high volume of students taking advantage of transition programming until age 22 and this data is based on 4-year graduation rates. Our consortium must understand why so many special education students are over-referred for transition programming and how CTE can support local district efforts and positively impact higher 4-year graduation rates for students on IEPs.

E1-Need B:
2S1Academic Proficiency in Reading/Language Arts
2S2 Academic Proficiency in Mathematics
3S1 Post-Program Placement

Program Placement performance indicator data was assessed. There are performance gaps in several areas.

Multi-Language Learners score below proficiency levels for math (29.85%), reading (37.43%), and science (31.41%). What is interesting however, is that these same students are not showing achievement gaps in post program placement in 2-year programs but do show gaps for 4-year programs (22.69%) and a slight gap in employment. The consortium needs to determine if there is better programming and collaboration that can support our MLL learners in gaining entry level employment skills and participating in work-based learning while in high school.

The Oak Land Consortium will need to continue to work on addressing the gaps in most of the student performance measures. The need is to understand why Hispanic, Special Education, Economic Disadvantaged, Multi-language learners, Homeless and Youth in Foster Care students are not performing as well in the CTE programs. Strategies need to be developed to rectify this situation. The consortium will need to implement best practices and strategies that focus on equity and inclusion for underrepresented populations in high-demand sectors.

Additionally, there is a need identified through accountability data (Indicators) as well as input from business partners (advisory committee reports and survey) to reinforce academic skills through industry specific training to improve math and reading skills for CTE learners.

E1-Need C
5S3 Program Quality - Work Based Learning

The Oakland Consortium will need to continue to focus on growing and increasing opportunities for WBL experiences for all students to gain valuable employability skills. These skills were identified by our local employers in the CLNA surveys and from the performance indicator data showing only 15.26% students participating overall in WBL. Additional best practices will need to be identified in order to assist staff in earning licenses and/or endorsements. The consortium will need to collaborate more with administration to implement or expand WBL in our consortium. The consortium needs to identify errors in reporting measures to address discrepancies.

E1-Need D

1P1: (Retention and Placement)

ATC and ARCC met Performance Indicator goals. While exploring the gaps within the met goals, we have identified the following: Out of Workforce Individuals are significantly lower than indicator average.

E1-Need E

2P1: (Completion of Certificate, Degree, etc.)

Based on the 2P1 indicator data black, two or more races are performing significantly lower than the rest of the cohort. The following clusters are completing at a significantly lower level than the indicator average: Agriculture, Foods and Natural Resources; Business, Management and Administration; Education; Finance; Information Technology and STEM in general.

3P1: (Non-Traditional Participation)

Data reviewed indicated that female and white students are significantly lower than indicator average. Economically Disadvantaged and single parent students are lower than the indicator average. The academic areas Architecture and Construction and Health Science are lower than the indicator average, with manufacturing careers at a much lower %.

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

Refer to the **Guidance to Assess Element Two** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

Minnesota defines size, scope and quality at the consortium level as follows:
Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)
- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.
- **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand**: Occupations that are identified in DEED's Occupation in Demand index and/or through the Comprehensive Local Needs Assessment

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

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

E2-Need A:
The Oak Land Consortium has two larger secondary school districts and three smaller school districts with different capacities to offer the same level of pathways and classes. The partnering colleges have different goals and needs for Element 2. Our goal is to make sure all district and colleges are able to offer pathways that are high skills, high wage, and/or in-demand for their geographical area. There is a need for districts and colleges to collaborate with advisory committees as well as business and industry to understand programmatic changes to impact the demand of the future workforce.

E2-Need B
The Oak Land Consortium received feedback from key partners and local employers through a consortium survey regarding the importance and need for industry recognized credentials and improved employability skills.

E2-Need C
A review of CE, ACC, and PSEO data, demonstrated a need to ensure the pathway scope connects postsecondary with secondary career and technical education via articulation agreements and/or dual credit, etc.

E2-Need D
ARCC Nursing capacity is not able to accommodate the amount of applications received annually from qualified, interested students.

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

Refer the **Guidance to Assess Element Three** section of *Minnesota's Comprehensive Local Needs Assessment Guide.*

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

PRIORITIZED NEEDS Element 3: Progress towards implementation of CTE Programs of Study
E3-Need A Feedback from our industry partners indicated pipeline concerns in the following career clusters which is corroborated with DEED and Real Time Talent data.   - Health Science (Dental, Respiratory Assistant, Nursing Medical Billing and Coding) & Emergency Services   - Architecture and Construction (Construction & Design/Pre-construction)   - Information Technology   - Manufacturing & Trade Occupations   - Education/Training   - Transportation, Distribution and Logistics (Facility and Mobile Equipment Maintenance (Aviation) & Transportation Operations & Logistics)   - Business & Finance   - Health Science Human Services specifically Social Work   STRATEGY: Career Spotlight events, Career Exploration for 8th graders in these fields, career assessments in the first semester of study for new students, development of new programming at ATC/ARCC in Plumbing, Social Work, Dental, other
E3-Need B Results from our survey indicated a need for industry recognized micro-credentials across all career fields as well as improved employability skills.

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

Refer to the **Guidance to Assess Element Four** section of *Minnesota's Comprehensive Local Needs Assessment Guide.*

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

PRIORITIZED NEEDS Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups
E4-Need A Through anecdotal evidence as well as statewide (see sources below) and nationwide teacher retention data, it is clear that new teachers feel overwhelmed and unsupported during their first years as a teacher. (Parr, A., and Kaihoi, C. (2021). *Understanding the Minnesota Teacher Workforce: Patterns of Teacher Demographics, Educational Background, Employment, and Attrition.* St. Paul, MN: University of Minnesota, College of Education and Human Development, Center for Applied Research and Educational Improvement.) and (2023 Biennial Report Supply & Demand of Teachers on Minnesota) There is a need to provide additional support for CTE teachers (retention) in order to understand how to implement successful CTE programs, obtain valuable on-time professional development, funding classroom needs, and provide resources.
E4-Need B Based on the statewide reports mentioned above as well as anecdotal evidence, veteran teachers may have outdated teaching methods, and/or lack comfort in updated industry specific technology. There is a need for professional development in collaboration with business & industry to learn updated industry skills.
E4-Need C There is a need for a clear messaging to industry partners that education is another career opportunity. In addition, outdated labs/spaces/curriculum with few resources does not attract highly qualified teachers (recruitment).
E4-Need D Data across all of our school districts and colleges would indicate that there are very few teachers of color in all areas, particularly in CTE. There is a need to understand why people of color do not want to become teachers and create measures that can be taken in order to encourage people to consider the field of education.

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

Refer to the **Guidance to Assess Element Five** section of *Minnesota's Comprehensive Local Needs Assessment Guide.*

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

PRIORITIZED NEEDS Element 5: Progress towards equal access to CTE programs for all students
E5-Need A: The performance indicator data shows that there are some underrepresented groups that do not have the same access to programming options. Our consortium wants to understand and identify the existing barriers and disparities that prevent equal access to CTE programs for all students. There is a need to create strategies to address socio-economic, geographical (rural districts and ARCC Cambridge campus), and systemic barriers (equity gaps for diverse students, teacher credentialing, CTE licensure) that may hinder access. STRATEGY - offering more programming to even the field geographically HIghlight implementation of NorthStar Promise to close the gap for socio-economically disadvantaged students at both colleges Programming and outreach to special pops CTE students annually starting in FY25 with the office of Equity and Inclusion.

Position Number	Position Title	Name (FirstName LastName)	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or Both	Narrative(s) in Which Funding Reported	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.
Ex	Perkins Grant Coordinator	Alex Bell	100%	Postsecondary	7/1/2011	$67,500	Basic	10	No change from previous two-year plan
Ex	CTE Partnership Specialist	Janice Young	75%	Both	9/1/2021	$43,000	Basic	2, 6	Increase from 50% in previous plan; support from Perkins grant will conclude at the end of this two-year grant
Ex	Data and Accountability Specialist	Bill Sabin	10%	Secondary	9/1/2023	$6,200	Reserve	11	New position focused on addressing performance gaps
1	Career and Technical Education Specialist	Stephen Schrichfield	100%	Postsecondary	8/3/2022	$45,000	Basic	10	No Change
2	Health Science Tutor	Kathleen Stauter	100%	Postsecondary	1/1/2023	$63,530	Both	5, 11	No Change
3									
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For Office Use Only:
DO NOT REMOVE THESE ROWS
FROM YOUR FINAL REPORT

Consortium Plan--Funded Positions

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	$462,565.59	$70,231.54	$532,797.13
Postsecondary Allocation:	$548,424.43	$70,231.54	$618,655.97
Total Consortium Allocation:	$1,010,990.02	$140,463.08	$1,151,453.10

INSERTING ADDITIONAL ROWS

To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):

1. Right-click on the row number of a empty row in the section for which additional rows are needed.

2. From the popup menu, select "Copy"

3. Right-click the same row again

4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

Data entry on the four "Funding" tabs includes the following reminders:

1. Do NOT change any information in rows 1 - 3.

2. Cells highlighted in YELLOW require data entry.

3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.

4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is $0…your request is equal to your allocation. This is the goal--Congratulations!

2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of $0 yet to be allocated.

3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of $0 yet to be allocated.

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

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

Narrative Funding--Secondary

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
145 Substitute Teacher Salaries	Sub for ACC meetings and Advisory	$5,000.00						$5,000.00				$10,000.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
100's Personnel/Salary	**SUBTOTAL**	$5,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$10,000.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
200's Personnel/Non-Salary	**SUBTOTAL**	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	MCIS, Career Counselor Train, Busses/Subs; Equipment; NAR/EMT/Preschool WBL and Education Support Careers; student transporation; Articulation, Website. ACC meetings; Conferences and PD. WBL $10,000 AH NAR and EMT Industry Certifications; $18,000 AH Preschool WBL Support and Observations; $2,000 District 728 Bussing for job shadows healthcare and manufacturing/ 3 high schools; $2,000 Cambridge-Isanti student transportation Early Childhood Education Internships and SPED WBL programs; $2000 Student transportation for SPED WBL; $78 Princeton Food stand license; $800 WBL student transportation for job shadow program.			$16,450.00	$50,000.00		$32,000.00	$25,000.00	$28,660.00			$152,110.00
304 Federal Subawards and Subcontracts - Amount over $25,000	Advisory Committees; Field Trips/Career and College Tours; MCIS; Equipment and Curriculum Writing; Busses/Subs; WBL, transport, CTE Explore; ACC meetings; Credentials for students (Serv Safe etc); Conferences	$1,600.00	$22,350.00	$2,800.00	$93,499.28	$10,000.00	$4,878.00	$21,500.00	$4,127.00			$160,754.28
360 Transportation Contracts With Private or Public Carriers Including	Career Tours		$13,000.00									$13,000.00
366 Travel, Conventions and	NPS Advocacy; MACTA Fellowship; Beyond the Yellow Ribbon;					$1,000.00			$28,499.31			$29,499.31
												$0.00
300's Services/Subawards	**SUBTOTAL**	$1,600.00	$35,350.00	$19,250.00	$143,499.28	$11,000.00	$36,878.00	$46,500.00	$61,286.31	$0.00	$0.00	$355,363.59
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
400's Supplies/Material	**SUBTOTAL**	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
530 Other Equipment Purchased	Equipment/Curriculum				$97,202.00							$97,202.00
												$0.00
		$1.00										$0.00
												$0.00
												$0.00
												$0.00
500's Capital/Equipment	**SUBTOTAL**	$0.00	$0.00	$0.00	$97,202.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$97,202.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												$0.00
2024-2025 Proposed Budget		$6,600.00	$35,350.00	$19,250.00	$240,701.28	$11,000.00	$36,878.00	$51,500.00	$61,286.31	$0.00	$0.00	$462,565.59

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

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		X	X		X	X				X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.				X			X	X		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.				X			X			X
Support integration of academic skills into CTE programs and programs of study.							X			X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X				X		X			X
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.	X									X
Not applicable.									X	

Oak Land Education Partnership   Reserve Funding--Secondary   Budget for innovations in up to two (2) of the categories below

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Production	
				$0.00
				$0.00
				$0.00
				$0.00
100's Personnel/Salary	SUBTOTAL	$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
200's Personnel/Non-Salary	SUBTOTAL	$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
300's Services/Subawards	SUBTOTAL	$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
400's Supplies/Materials	SUBTOTAL	$0.00	$0.00	$0.00
530 Other Equipment Purchased	Equipment: Lathe and 2nd year of vehicle wrapping program at AH		$70,231.54	$70,231.54
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
500's Capital/Equipment	SUBTOTAL	$0.00	$70,231.54	$70,231.54
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		$0.00	$70,231.54	$70,231.54

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

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X
Support integration of academic skills into CTE programs and programs of study.		X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

SECONDARY Narrative for Perkins V Application

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

$10,000 will be used for AH CTE Advisory Committees and Articulated College Credit (ACC) meetings

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

UFARS 303: $9800 Career and College Tours; $3650 MCIS; $3000 Career Counselor Training/busses/subs; $50,000 Equipment; $32000 WBL curriculum and transportation;$25,000 ACC meetings/Website; $28660 PD/Conferences UFARS 304: $1600 Advisory Committees; $22350 Field Trips, Competitions, Career Tours; $2800 MCIS; $93499.28 Equipment; $10000 Busses/Subs; $4878 WBL curriculum writing and transporation; $20,000 TSA; $1500 ACC Meetings; $4127 FACS Conference, FFA, Curriculum Writing; $13000 College and Career Tours; $1000 Beyond the Yellow Ribbon and Indian Education; $28499.31 NPS Advocacy, MACTA, MACTA Fellowship

SECONDARY Narrative for Perkins V Application

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

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

UFARS 530: Equipment Vehicle Wrapping and Manufacturing

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895).** *No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*
For the FY25 grant cycle the Anoka Hennepin District (fiscal agent) has determined that it is important for strategy implementation not to utilize those funds and have provided them to the smaller districts in our consortium.

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab).** *Narrative for* <u>each expenditure</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4)* <u>need identified in CLNA addressed with the expenditure.</u>
These funds will be utilized for the Anoka Hennepin vehicle wrapping program at STEP.

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
ARCC/ATC	Perkins Specialist										$45,000.00	$45,000.00
ARCC/ATC	Consult/Secondary Support/Grant facilitation							$5,000.00			$21,000.00	$26,000.00
ATC	Health Science Tutor					$40,000.00						$40,000.00
												$0.00
												$0.00
												$0.00
												$0.00
Personnel	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$40,000.00	$0.00	$5,000.00	$0.00	$0.00	$66,000.00	$111,000.00
ATC Equipment	ATC Equipment and Development		$158,733.91									$158,733.91
ARCC Equipment	ARCC Program Innovation (Nursing) & New Program (Dental)		$56,801.28									$56,801.28
ARCC Equipment	ARCC Current Program innovation/equipment		$20,000.00									$20,000.00
												$0.00
												$0.00
												$0.00
												$0.00
Equipment	SUBTOTAL	$0.00	$235,535.19	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$235,535.19
ARCC	Certification Prep/TSA Business, PTA, Nursing, etc.				$50,000.00							$50,000
ARCC	Career Spotlight		$5,000.00									$5,000
ATC	Student Success Seminars		$2,000.00									$2,000
ARCC/ATC	8th Grade Transportation Support		$20,000.00									$20,000
ARCC	PD, NPS, Certiport Conferences								$20,000.00			$20,000
ARCC	Be a Teacher, Change the World (contract, transport, supplies)								$10,000.00			$10,000
ATC	Faculty Retention									$4,000.00		$4,000
ARCC/ATC	Central Job Posting System/Handshake			$5,000.00								$5,000
ARCC/ATC	CareerForce (Anoka Jobs and Training & CMJTS)			$5,000.00								$5,000
ARCC	Equity Support for Retention					$20,000.00						$20,000
ATC	Comprehensive Retention Initiative								$4,500.00			$4,500
ATC	EAB Navigate					$20,968.02						$20,968.02
ATC/ARCC	CTE Program Admissions Marketing ACC					$3,000.00						$3,000
ATC	Career Spotlight/Explore CTE			$5,000.00								$5,000
												$0.00
Non-Personnel	SUBTOTAL	$0.00	$27,000.00	$15,000.00	$50,000.00	$43,968.02	$0.00	$0.00	$34,500.00	$4,000.00	$0.00	$174,468.02
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$27,421.22	$27,421.22
2024-2025 Proposed Budget		$0.00	$262,535.19	$15,000.00	$50,000.00	$83,968.02	$0.00	$5,000.00	$34,500.00	$4,000.00	$93,421.22	$548,424.43

Oak Land Education Partnership Reserve Funding--Postsecondary   Budget for innovations in up to two (2) of the categories below

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Production	
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Personnel SUBTOTAL		$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Equipment SUBTOTAL		$0.00	$0.00	$0.00
Outreach	ARCC/ATC Interventions to support students from college entrance to graduation & Health Sciences Tutor ATC	$66,719.96		$66,719.96
				$0.00
				$0.00
				$0.00
				$0.00
Non-Personnel SUBTOTAL		$66,719.96	$0.00	$66,719.96
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$3,511.58
2024-2025 Proposed Budget		**$66,719.96**	**$0.00**	**$70,231.54**

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

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	X	
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

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

Anoka Technical College hired a Health Science Tutor for one semester (FY24). This initiative will continue to determine if this assists in increasing student retention and completion. The Oak Land Education Partnership works together to plan and execute many of the activities and strategies which many are organized by the Perkins Specialist and the consult/secondary support and grant facilitation.

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

ARCC plans to utilize funds to support the Nursing program on the Cambridge campus as well as the new Dental program and the Pre-Social Work pathway in Coon Rapids. ATC will be funding equipment for the new Plumbing and Light Vehicle Diesel Engine Programs.

POSTSECONDARY Narrative for Perkins V Application

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

Both colleges will support Career Spotlight Events, Central Job Posting System, Handshake, EAB Navigate, 8th grade career and college days, Marketing ACC - CTE Program Admissions. **This allocation includes Handshake implementation and subscription costs at both colleges. Career software costs have been traditionally purchased via Perkins, and we are continuing this trend as well as to avoid supplanting issues. Handshake will serve all students at ATC and ARCC including 22% of CTE concentrators at ARCC**. ARCC will fund certification prep/TSA for business, PTA, Nursing, etc. NPS, Certiport and additional PD will be offered. **We have set aside $6,000 for Business Faculty to attend the annual Certiport Conference where Business Faculty who teach the fundamentals of Certiport can learn more about the software and how to best serve Business (CTE) students. $5,000 is set aside for all related NPS Conference costs, and finally we have $9,000 set aside for any pertinent professional development opportunities for CTE Faculty.** Equity and access is an important area that will be supported through professional development. In FY24, ARCC hosted the "Be a Teacher, Change the World" event to high school students. This was a great success and be offered again in FY25 to assist in filling the education and training pipeline. **Be A Teacher Day is an event sponsored by ARCC and in collaboration with Elevate Teaching which highlights the Teaching profession and educational pathways through ARCC to area High School students. The contract covers our services with Elevate Teaching which includes securing and covering speakers along with additional programming and organizing. Additionally, supplies are purchased to cover interactive sessions and breakout groups. This includes handouts, paper, pens, and other materials for over a hundred students. As mentioned earlier, the event serves CTE students and/or those interested in pursing a CTE pathway once they arrive at ARCC.** Faculty retention is also a goal for both colleges.

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

These funds are utilized to plan and promote events that the consortium has deemed important strategies for our work.

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

ARCC/ATC have strategies to assist student by early interventions that support students from college entrance to graduation. The ATC Health Sciences Tutor is also funded through Reserve Funds.

Oak Land Education Partnership		**July 1, 2024 - June 30, 2025 (FY25)** **Budget by Application Narratives**		

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

Narrative	Level			
Narrative 1:	Secondary	$6,600.00		$6,600.00
CLNA	Postsecondary		$0.00	$0.00
	Total	*$6,600.00*	*$0.00*	*$6,600.00*
Narrative 2:	Secondary	$35,350.00		$35,350.00
Programs of	Postsecondary		$262,535.19	$262,535.19
Study	*Total*	*$35,350.00*	*$262,535.19*	*$297,885.19*
Narrative 3:	Secondary	$19,250.00		$19,250.00
Partnerships	Postsecondary		$15,000.00	$15,000.00
WIOA, Etc.	*Total*	*$19,250.00*	*$15,000.00*	*$34,250.00*
Narrative 4:	Secondary	$240,701.28		$240,701.28
Integrated Academic	Postsecondary		$50,000.00	$50,000.00
/Technical Skills	*Total*	*$240,701.28*	*$50,000.00*	*$290,701.28*
Narrative 5:	Secondary	$11,000.00		$11,000.00
Special	Postsecondary		$83,968.02	$83,968.02
Populations	*Total*	*$11,000.00*	*$83,968.02*	*$94,968.02*
Narrative 6:	Secondary	$36,878.00		$36,878.00
Work - Based	Postsecondary		$0.00	$0.00
Learning	*Total*	*$36,878.00*	*$0.00*	*$36,878.00*
Narrative 7:	Secondary	$51,500.00		$51,500.00
Early College	Postsecondary		$5,000.00	$5,000.00
	Total	*$51,500.00*	*$5,000.00*	*$56,500.00*
Narrative 8:	Secondary	$61,286.31		$61,286.31
Support for	Postsecondary		$34,500.00	$34,500.00
Professionals	*Total*	*$61,286.31*	*$34,500.00*	*$95,786.31*
Narrative 9:	Secondary	$0.00		$0.00
Performance	Postsecondary		$4,000.00	$4,000.00
Gaps	*Total*	*$0.00*	*$4,000.00*	*$4,000.00*
Narrative 10:	Secondary	$0.00		$0.00
Governance	Postsecondary		$93,421.22	$93,421.22
	Total	*$0.00*	*$93,421.22*	*$93,421.22*
Narrative 11:	Secondary	$70,231.54		$70,231.54
Reserve Funds	Postsecondary		$70,231.54	$70,231.54
	Total	*$70,231.54*	*$70,231.54*	*$140,463.08*
Indirect Cost/	Secondary	$0.00		$0.00
Administration	Postsecondary		$30,932.80	$30,932.80
Chargeback (5%)	*Total*	*$0.00*	*$30,932.80*	*$30,932.80*
	Secondary	$532,797.13		$532,797.13
	Postsecondary		$618,655.97	$618,655.97
PLAN TOTALS	*Total*	**$532,797.13**	**$618,655.97**	**$1,151,453.10**

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$462,565.59	$70,231.54	$532,797.13
Budget Over/Short	$0.00	$0.00	$0.00
Postsecondary Allocation	$548,424.43	$70,231.54	$618,655.97
Budget Over/Short	$0.00	$0.00	$0.00

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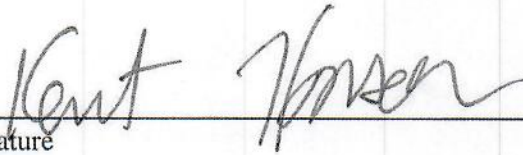
ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: O a k   L a n d

College: Anoka Ramsey Community College and Anoka Technical College

College President's Name (Print): Kent Hanson, Ph.D.

Signature _____   Date 4-22-24

email: Kent.Hanson@anokaramsey.edu

Phone: 763-433-1179

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature _____   Date

email: _____

Phone: _____

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Oak Land Education Partnership

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: **Anoka-Hennepin School District**

District Number/Type: ISD #11

Superintendent's Name – (Print): Cory McIntyre

Cory McIntyre
Cory McIntyre (Apr 30, 2024 13:13 CDT)

Apr 30, 2024

Signature   Date

email: cory.mcintyre@ahschools.us

Phone: 763-506-1000

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____
College President's Name (Print): _____
Signature _____ Date _____
email: _____
Phone: _____

District Name: _Cambridge -Isanti_____
District Number/Type: __911_____
Superintendent's Name – (Print): __Nathan Rudolph_____
_Nate Rudolph_____ _4/23/24_____
Signature   Date
email: _nrudolph@c-ischools.org_____
Phone: _763-689-6201_____

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____   Date

email: _____

Phone: _____

District Name: _ISD 728_

District Number/Type: _728 - 01_

Superintendent's Name – (Print): _Daniel Bittman_

Signature _____   Date _4/22/24_

email: _daniel.bittman@isd728.org_

Phone: _763 241 - 3401_

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: __Princeton Public Schools__

District Number/Type: __0477 - 01__

Superintendent's Name – (Print): __Ben Barton__

_____   4.30.2024
Signature   Date

email: __ben.barton@isd477.org__

Phone: __763.389.6190__

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: St. Francis Area Schools

District Number/Type: 01-0015

Superintendent's Name – (Print): Karsten Anderson

Signature   Date 4/29/24

email: Karsten.Anderson@isd15.org

Phone: 763-753-7041

(Duplicate as needed)