

Perkins V Local Application

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

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	Oak Land Education Partnership
Total Award Budget:	\$1,151,453.10

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.

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	1284	353
Production	Both	Y	Y	Y	891	96
Manufacturing, Production, Process Development	Both	Y	Y	Y	962	27
Programming and Software Development	Both	Y	Y	Y	102	52
Teacher Training	S-RPOS	Y	Y	Y	611	33
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	459	21
General Management	Both	Y	Y	Y	2395	190
Construction	Both	Y	Y	Y	292	64
Design / Pre- Construction	Both	Y	Y	Y	1166	15
Plant Systems	Both	Y	Y	Y	399	1
Natural Resource Systems	Both	Y	Y	Y	454	7
Engineering and Technology	Both	Y	Y	Y	163	107
Accounting	Both	Y	Y	Y	1365	30
Emergency and Fire Management Services	Both	N	Y	Y	66	76
Family and Community Services	S-RPOS	Y	Y	Y	4366	6
Support Services	S-ROS	Y	Y	Y	413	43

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a critical need to expand access to industry-recognized credentials and employability skills across all career fields to meet employer expectations and ensure student readiness for high-skill, high-wage, and in-demand careers. Local industry partners, workforce entities (including DEED and Real-Time Talent), and consortium survey data consistently highlight gaps in qualified candidates, especially in the following sectors:</p> <ul style="list-style-type: none"> ● 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 ● AFNR <p>These workforce shortages reveal a need for programming that aligns more closely with industry expectations, including the integration of certifications, equipment, and experiential learning into career pathways.</p>					
2. Strategies to address need:					
<p>To address this workforce-aligned need, in FY26, Perkins funds will be used to implement the following:</p> <ol style="list-style-type: none"> 1. Collaborate to Identify Skills and Certification Gaps <ul style="list-style-type: none"> ○ Consortium leadership and staff will partner with local industry and workforce agencies to identify specific credential needs in targeted sectors. Results will be shared with faculty in Fall 2026 to guide curriculum revisions and certification planning. 2. Strengthen Program Advisory Boards <ul style="list-style-type: none"> ○ CTE instructors and administrators will work with advisory committees to secure updated instructional equipment, support instructor training, and expand state- and consortium-recognized Programs of Study in high-need fields. 3. Expand Career Exploration and Awareness Activities <ul style="list-style-type: none"> ○ Career pathway coordinators and school counselors will expand experiential learning opportunities such as career crawls, industry tours, and 8th-grade college visits. These 					

- events will emphasize employability skills and credential expectations, with support for planning, transportation, and collaboration with ARCC and ATC.
- 4. Develop New Programming in High-Demand Areas
 - Faculty will develop new CTE courses and programs in fields identified as critical by DEED, Real-Time Talent, and employer input—including:
 - Plumbing (Architecture & Construction)
 - Social Work (Human Services)
 - Dental (Health Science)
 - Diesel Engines (Transportation/Logistics)
 - A new Meat Cutting course will be developed in FY26 at Anoka-Hennepin STEP, with implementation in FY27. The course addresses a regional need in agriculture and food services and will be funded by Perkins and a proposed MEAT grant.
- 5. Support Program Alignment and Equipment Needs
 - Districts and colleges will receive support for:
 - Curriculum writing and revision
 - Purchasing instructional equipment
 - Ensuring program alignment with industry standards and emerging credentials

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

By the end of FY26, Perkins funds will support:

1. 4 new CTE courses/programs launched in high-need fields (Plumbing, Social Work, Dental, Diesel Engines)
2. 1 POS-aligned course (Meat Cutting) developed at STEP for FY27, serving at least 15 students in year one
3. At least 500 students will participate in career exploration activities (career crawls, industry tours, or college visits)
4. Over 1,000 students from at least 3 member districts will participate in 8th-grade college and career tours at ARCC and ATC
5. Baseline data on industry-recognized certifications will be gathered across consortium district programs
6. 5 districts will receive equipment or curriculum updates in alignment with advisory input and workforce trends
7. At least 3 student teams will participate in regional or state CTSO competitions related to high-demand fields (e.g., HOSA, SkillsUSA)

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 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5
<p>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.</p>					
2. 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.
3. Measurable Outcomes (report results in next APR):
1. Increase the number of underrepresented students in 3P1 from 19.75% to 20.25% in order to decrease the gap. 2. Secondary districts will decrease the gap in 3S1 from 12.39% to 11.75% by targeting the following underrepresented groups: Economic Disadvantaged, English Learners, Hispanic, Multi Cultural, Male, Special Education and Nontraditional.

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.

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.

Gender Equity

Historically, construction and plumbing have been seen as male-dominated industries, with only 1% of construction workers being female. Increasing representation in nontraditional careers is necessary to drive economic growth and provide opportunities for everyone to pursue high-paying, in-demand careers, regardless of gender.

To increase participation in plumbing, pipefitting, and steam fitting by gender, we need to actively engage in recruiting and marketing efforts that target individuals from underrepresented groups. Perkins V emphasizes the importance of promoting gender equity in career and technical education (CTE) programs, particularly in nontraditional fields where one gender comprises less than 25% of the workforce. 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 inclusivity within these professions. Perkins V requires states to set ambitious but feasible goals for improving the gender makeup of CTE programs that lead to nontraditional occupations. By actively addressing the gender gap, promoting inclusivity, and designing curricula that mitigate biases, we can meet the workforce needs and create a more equitable future for all.

AH 11

- Beginning to implement meat fabrication within culinary pathway
- Concurrent enrollment will be added to graphic & design classes
- SBE being started at Blaine HS, Andover HS

ISD 728

- Expanding construction program
- Enhancing welding (Manufacturing) classes with industry standard equipment
- Exploring opportunities to add robotics to manufacturing (2026 - 27)
- Reviewing Health Science Program now that it is an approved program with MDE

Cambridge-Isanti High School

- The Manufacturing Internship Program will be coordinated, and the curriculum will be developed in 2024-25. The class and internships will be implemented in the 2025-26 school year.
- Implement a new disease conditions class bundled with medical terminology to earn a certificate. Disease Condition and Med Terminology provides students with 4 credits toward the 17-credit certificate for Health/Nursing Assistant at ATC.
- The CNA Course has been approved at CIHS to be implemented in the 2026-27 school year. We are partnering with ARCC and GracePoint to offer this program.

Princeton High School

- Drones & Industry Engineering: Implementation of an advanced course in the Engineering, Manufacturing, and Technology career pathway. Continue growth in the engineering areas of robotics, programming, and the design process.
- Implementing a Technology & Information Communication pathway starting in the introductory courses in Video Production and Multimedia Creations, with an advanced course in Broadcast Production.
- The PHS Health Careers program will continue developing partnerships in FY26 to establish an on-site CNA program to be implemented in FY27.
- Adding to AFNR Pathway under Animal Systems, the following courses have been added: Companion Animals & Pets, and Vet Science.
- The PHS FACS program continues to develop the Advanced Foods in the areas of entrepreneurship, business, catering, and food presentation.

St. Francis High School

- The CAD/CAM and Engineering Design, and CAD courses/programs (Manufacturing/Production) are currently being updated with new curriculum, software, and CNC equipment to current industry standard equipment/practices.
- The Auto program is being transformed from a consumer Auto Maintenance program to a comprehensive Automotive Occupational program to meet the student/industry needs.

- 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 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 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Oak Land Consortium is composed of two larger and three smaller secondary school districts, each with varied capacity to offer comprehensive CTE programs. This variability results in inequitable access to high-skill, high-wage, and in-demand career pathways, particularly for students in smaller or resource-limited districts. To ensure equitable preparation for the evolving workforce, member districts must work collaboratively with advisory committees, industry partners, and workforce agencies to align programs with regional labor market needs and provide consistent, responsive, and inclusive CTE opportunities across the consortium.</p>					
2. Strategies to address need:					
<p>In FY26, Oak Land Education Partnership will utilize Perkins funds to support the following strategies aimed at increasing equitable access to meaningful career pathways:</p> <ol style="list-style-type: none"> 1. Strengthen Employer Partnerships for Work-Based Learning (WBL) <ul style="list-style-type: none"> ○ Collaborate with employers to create internship opportunities and expand local CTE programs. These efforts are part of a long-term strategy across the consortium to ensure WBL opportunities are accessible to all students. 2. Collaborate with Workforce Development Agencies <ul style="list-style-type: none"> ○ Partner with workforce programs such as the Anoka County/Central Minnesota Job Training Center (ACJTC) to create and implement resources for students. Current and ongoing initiatives include: <ul style="list-style-type: none"> ■ Transportation, Distribution & Logistics: P2P Pathways Grant providing CDL Class B training, job posting access, and pathways into postsecondary or on-the-job training. ■ Behavior and Human Services Assistant Pathway: Collaboration with Anoka Technical College and employers like Anoka County Human Services, ACCAP, and Anoka-Hennepin for training and paid work experience. ■ Education and Training: Work experiences in schools, including initiatives like the Future Leaders Program at Coon Rapids High School. ■ Manufacturing: Coordination of tours and events during Manufacturing Month in collaboration with employers and school staff. ■ Work-Based Learning (WBL): Hosting and placing youth in paid 					

- **internships**, including ACTE-SPED supported experiences.
 - **On-Site ACJTC Support:** Two staff members at Anoka-Hennepin are available to help students access Employment & Training services.
 - **Career Pathway Camps:** Including Scrubs Camp, Minnesota Venture, and the newly launched AI Machine Learning & Python 2-Day Camp.
 - **Pre-ETS (Pre-Employment Transition Services):** Partnering with VRS to provide paid work experience for students with disabilities.
 - **Events & Outreach:** Participation in hiring events, trade fairs, and in-school classroom visits for job readiness education.
3. **Expand Career Exploration and Access to Digital Tools**
- Continue funding platforms like **Minnesota Career Information System (MCIS)** and **Handshake** (or alternative tools) to increase student access to real-time job postings, career planning, and internship opportunities.
4. **Leverage Regional Partnerships to Scale Best Practices**
- Collaborate with workforce centers, colleges, and nonprofit partners to identify scalable strategies for career-connected learning. This includes enhanced employer engagement, equity strategies, and WBL integration across the region. See full list at the end of Narrative 2.

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

By the end of FY26, Perkins funding will be used to achieve the following:

1. Increase WBL indicator 5S3 from 16.73% (FY24) to 17.5% (FY25), with FY26 targets to be confirmed based on FY25 baseline data.
2. Internship Participation: ARCC, ATC, and Anoka Jobs & Training will report baseline numbers of student internships in FY25. These figures will inform targeted increases in FY26.
 - ATC FY25, 357 internships will increase to 360 internships in FY26.
 - ARCC FY25, 108 Internships in FY25 to increase to 113. The following is a breakdown of those internships: 6 Health, Physical Education, Exercise Science, & Recreation; 12 Nursing; 90 Education.
 - Anoka Jobs and Training - 25 internships will increase to 27 internships in FY26.
3. Ensure equitable access to WBL and career-connected learning across the consortium through strategic employer partnerships and regional coordination.

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 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Oak Land Consortium received feedback from key partners and local employers through a consortium-wide survey that emphasized the need for expanded access to industry-recognized credentials and a stronger focus on employability skill development. Employers shared concerns about students entering the workforce without credentials that validate their technical skills or the professional habits needed to thrive in the workplace. These findings highlight the importance of integrating credentials, employability standards, and career-connected learning into Programs of Study (POS).</p>						
Strategies to address need:						

In FY26, the Oak Land Education Partnership will utilize Perkins funding to:

1. Promote the attainment of industry-recognized credentials in existing POS, and integrate employability skills instruction and practice into both the classroom and work-based learning (WBL) experiences.
2. Support and encourage CTSO participation across all career pathways, recognizing that CTSOs provide students with opportunities to develop leadership, communication, and teamwork skills.
3. Conduct an audit of employer-valued credentials by working with advisory committees and industry partners to identify which credentials are most relevant and attainable within secondary programs.
4. Design a strategy to define, teach, assess, and report on career and employability skills standards across all member districts.
5. Promote the attainment of industry-recognized credentials when possible and incorporate employability skill development into the classrooms and through Work-Based Learning Opportunities.

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

1. Report the credentials that are administered in our POS in FY26.
2. Determine additional credentials that will be implemented in FY27.

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 and FY26](#) 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 changed the meeting structure (N10) to increase the knowledge base of the team. [This will continue in FY26.](#)

College/Training Boards	Secondary	Postsecondary
Anoka Technical College Advisory Board	X	X
Anoka Ramsey Community College (Coon Rapids) Advisory Board	X	
Anoka-Ramsey Community College (Cambridge) Advisory Board		X
Auto Tech Advisory at Hennepin Technical College	X	
Graphic Design at Hennepin Technical College	X	
CNC Service Tech at Anoka Technical College	X	
CNC Machining at Anoka Technical College	X	
CTE/Counselor Network through Resource & Training in St. Cloud		
Cambridge-Isanti C4 (Career & College Community Collaboration)		X
Cambridge-Isanti School District Strategic Planning Committee member	X	
Minnesota CTE Fellowship member	X	
MACTA	Leadership	Leadership
Workforce Development		
Central Region Development Committee	X	
East Central Regional Development Committee (ARCC member)		X
Elk River Chamber of Commerce Board Member	X	
Resource Training Solutions CTE Advisory Committee	X	
Vice Chair of the Youth Committee at Central MN Jobs and Training Service (CMJTS/Career Force)	X	
Cambridge-Isanti Rotary Club		X
North 65 Chamber of Commerce		X
Anoka County Workforce Development Committee	X	
I94 West Chamber of Commerce Member	X	
Chair of the Anoka County Standing Youth Committee	X	
College & Career Specialist is on the Anoka Area Chamber of Commerce Education Committee	X	
Metro North Chamber of Commerce	X	

Princeton Chamber of Commerce	X	
Anoka Manufacturing Cohort Member	X	
Anoka Area Chamber of Commerce Education Committee		X

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	\$6500
2	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$2000
3	Postsecondary Subtotal	0
4	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$22,200
5	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	\$2000
6	Secondary Subtotal	0
7	TOTAL	\$32,700

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>According to a FY24 internal audit of program readiness and teacher recruitment data.</p> <ol style="list-style-type: none"> 1. There is a need to increase awareness of career opportunities for CTE educators because many industry professionals are unaware of the pathways to teaching at the secondary and postsecondary levels, as reported by regional advisory committee feedback from FY24. 2. There is a need to modernize CTE facilities and curriculum because outdated equipment and instructional spaces are limiting the recruitment and retention of qualified educators. 					
2. Strategies to address need:					
<p>During the FY26 grant timeline, Oak Land will:</p> <ol style="list-style-type: none"> 1. Upgrade learning environments by partnering with local industries to assess and enhance school labs and equipment, ensuring facilities reflect current industry standards and better attract qualified CTE teachers. 2. Develop and disseminate targeted messaging about CTE educator roles to advisory committees and professional networks, emphasizing the flexibility, personal impact, and value of bringing industry expertise into education. 3. Support industry professionals in transitioning to teaching careers by providing clear guidance and resources on meeting PELSB licensure requirements, creating a more sustainable educator pipeline. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Increase the number of secondary licensed CTE teachers in our consortium by supporting industry professionals through the licensure process. 2. Improve student performance on indicator 3S1 (Postsecondary Placement) from 63.32% (FY24) to 64% by FY25, reflecting enhanced instruction and career alignment. 					

3. Increase performance on indicator 1P1 (Postsecondary Retention and Transfer) from 95.07% (FY24) to 95.5% by FY25 through improved instruction and industry engagement.
4. Raise performance on indicator 2P1 (Credential, Certificate, or Degree Attainment) from 55.47% (FY24) to 56% by FY25, due to improved instruction from newly licensed CTE educators with current industry experience.

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 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 is committed to strengthening both academic and technical skill development for students enrolled in CTE programs. This will be achieved by aligning coherent, rigorous content with challenging academic standards and relevant CTE curriculum, ensuring students receive a well-rounded education as defined under Section 8101 of the Elementary and Secondary Education Act (ESEA) of 1965.

Guided by the Comprehensive Local Needs Assessment (CLNA), as well as priorities outlined in the Every Student Succeeds Act (ESSA) and the [Minnesota Reading to Ensure Academic Development \(READ\) Act](#), the consortium has identified High-Skill, High-Wage, and In-Demand CTE programs at both the secondary and postsecondary levels. Perkins V funds are being strategically utilized to address the specific academic and technical skill needs at each participating district and institution, allowing for localized implementation that removes barriers and targets campus-specific improvements.

To strengthen the integration of academic and technical education, Oak Land supports:

- **Use of industry-recognized credentials** such as Microsoft Office, OSHA 10, ServSafe, SP2, and Nursing Assistant, giving students tangible evidence of their skills and improving postsecondary and employment outcomes.
- **Upgrades to instructional equipment and labs** to promote hands-on learning aligned with industry expectations, which supports both vocational skill development and applied academic learning.
- **Incorporation of academic content**—including math and reading—directly into CTE coursework, promoting cross-disciplinary learning and reinforcing essential academic skills in real-world contexts.
- **Professional development for educators** to enhance their capacity to deliver instruction that is personalized, standards-based, and aligned with both academic and technical competencies.

Consortium-wide initiatives supported by collaborative funding further ensure consistency in quality and equity of access across the region. Oak Land’s structure, outlined in Narrative 10, supports coordinated decision-making to prioritize strategies and SRPOS (State-Recognized Programs of Study). While current performance indicators are being met, the consortium is focused on maintaining and exceeding these targets by continuously improving instruction, curriculum alignment, and credentialing opportunities.

Together, these strategies ensure that Oak Land students are well-prepared for both career pathways and further education, meeting the dual goals of technical competence and academic readiness.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Performance indicator data has revealed disparities in access to CTE programming for underrepresented groups, including BIPOC students, students from low-income households, students with disabilities, and those in geographically underserved areas such as rural districts and the ARCC–Cambridge campus. The Oak Land Education Partnership has identified socio-economic, geographic, and systemic barriers—including teacher credentialing and CTE licensure challenges—that must be addressed to ensure equitable access and success in CTE programs for all students.</p>					
2. Strategies to address need:					
<p>To address these barriers, Oak Land will use Perkins funding to implement the following equity-driven strategies in FY26:</p> <p>1. Improve Access to Resources & Learning Environments</p> <ul style="list-style-type: none"> • Provide educational materials in accessible formats and purchase adaptive equipment to support students with diverse learning needs. • Ensure equitable CTE infrastructure funding across all schools, with a focus on campuses serving underrepresented populations. • Fund contracted services to introduce high-wage, high-demand careers in locations where offerings are limited. <p>2. Diversify Program Delivery & Accessibility</p> <ul style="list-style-type: none"> • Expand flexible learning options, including hybrid and online CTE courses. 					

- Ensure inclusive formats for program participation, including remote learning and accommodations for students with disabilities.

3. Increase Career Exposure & Awareness

- Offer field trips, career fairs, guest speakers, and mentorship programs tailored to underrepresented students.
- Partner with local businesses and community organizations to create job shadowing, internship, and work-based learning opportunities.

4. Strengthen Student Support Systems

- Train counselors, career advisors, and SPED coordinators to ensure equal access and reduce barriers during recruitment and registration in CTE.
- Implement targeted outreach initiatives, including partnerships with community organizations and the Office of Equity and Inclusion, to engage special populations in CTE.
- Enhance use of MCIS or other tools, Personal Learning Plans (PLPs), and career exploration tools for all students.

5. Support College & Career Transition

- Offer career assessments as part of the First Year Experience at ARCC to help students choose a major by the end of their first semester.
- Continue college-level student success seminars to support academic persistence.
- Maintain the ACC postcard campaign to increase enrollment at consortium colleges and track follow-up metrics beyond ACC redemption.

6. Implement Systemic Supports

- Apply the NorthStar Promise to reduce financial barriers for socioeconomically disadvantaged students.
- Advocate for continued support of equity-focused policies and licensure reforms.

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

Oak Land aims to improve the following accountability indicators:

- 2S1 (Reading/Language Arts Proficiency): Increase from 53.13% (FY24) to 54% (FY25)
- 2S2 (Mathematics Proficiency): Increase from 35.07% (FY24) to 37% (FY25)
- 3S1 (Postsecondary Placement): Increase from 63.32% (FY24) to 64.5% (FY25)
- 4S1 (Nontraditional Program Enrollment): Increase from 27.74% (FY24) to 28.5% (FY25)
- 1P1 (Postsecondary Retention and Transfer): Increase from 95.07% (FY24) to 95.7% (FY25)
- 2P1 (Credential/Degree Attainment): Increase from 55.47% (FY24) to 57% (FY25)
- 3P1 (Nontraditional Program Completion): Increase from 19.75% (FY24) to 20.25% (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 <input type="checkbox"/> X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>While both Anoka Technical College (ATC) and Anoka-Ramsey Community College (ARCC) met the overall performance goals for Indicator 1P1, the Oak Land consortium identified a performance gap within the Out of Workforce Individuals population. This subgroup is significantly underperforming compared to the consortium-wide average, indicating a need for more targeted support and connection between academic services and student support systems.</p>					
2. Strategies to address need:					
<p>1. To address this gap, the consortium will implement EAB Navigate software at ARCC. This tool is designed to strengthen the feedback loop between academic advising, student support services, and faculty engagement. By improving early alerts, appointment scheduling, and personalized communication, EAB Navigate will help ensure that Out of Workforce Individuals receive timely interventions and tailored support to persist in their programs.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. 1P1 (Postsecondary Retention and Transfer): Increase from 95.07% (FY24) to 95.7% (FY25). This increase reflects the consortium's commitment to closing opportunity gaps and ensuring that all students, especially those returning to education from the workforce, have the tools and support they need to succeed.</p>					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>A review of FY23 data revealed several underperforming subgroups within Postsecondary Indicators 2P1 and 3P1:</p> <p>3P1</p> <ul style="list-style-type: none"> • Female • White • Economically Disadvantaged • Single Parent <p>2P1 (Under performing compared to the average)</p> <ul style="list-style-type: none"> • Economically disadvantaged • single-parent <p>Additionally, specific academic areas are showing lower completion rates, including:</p> <ul style="list-style-type: none"> • Architecture and Construction • Health Science • Manufacturing (notably well below the indicator average) <p>These data trends point to both equity gaps and program-specific challenges in supporting credential attainment and nontraditional student success.</p>					
5. Strategies to address need:					
<p>In FY25/26, Oak Land will conduct a deeper analysis of both longitudinal trend data and program-level data to uncover the root causes of these disparities. This analysis will focus on enrollment, retention, completion, and credentialing across the affected subgroups and program areas.</p> <p>Pending findings, the consortium will consider implementing additional targeted strategies such as:</p> <ul style="list-style-type: none"> • Tailored advising or mentorship for nontraditional students. • Recruitment campaigns for female students in male-dominated fields (e.g., manufacturing, architecture). • Enhanced wraparound supports for single-parent and economically disadvantaged students. • Exploration of scheduling, delivery, or instructional barriers within low-performing programs. 					
6. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. 2P1 (Credential/Degree Attainment): Increase from 55.47% (FY24) to 57% (FY25). 2. 3P1 (Nontraditional Program Completion): Increase from 19.75% (FY24) to 20.25% 					

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 Oak Land consortium approaches barriers for special populations not as isolated issues, but as core factors influencing success across the entire CTE population. Equity is embedded into program design, delivery, and support systems to ensure that all students, especially those who are historically underserved can access, persist in, and complete CTE pathways.

1. Key Strategies Identified in the CLNA and Addressed in FY26:

1. Integrated Student Support via EAB Navigate (ARCC & ATC)

To improve coordination between academic advising and student services, the EAB Navigate software is being implemented. This tool helps close the feedback loop, ensuring that students—especially those from special populations—receive timely, personalized support for academic success, persistence, and career planning.

2. Accessible Curriculum and Program Flexibility

- Curriculum is delivered in multiple formats to support diverse learning styles and preferences, including students with disabilities or language barriers.
- Accommodations are made to ensure accessibility, aligned with IEPs, 504 plans, or specific learner needs.
- Flexible delivery options (e.g., hybrid and online models) are available to support students who face transportation, scheduling, or family care barriers.

3. Equity-Focused Career Exposure & Engagement

Oak Land is committed to increasing career exposure and access for underrepresented groups, including BIPOC students, low-income learners, students with disabilities, and English learners. Strategies include:

- Targeted recruitment efforts through community partnerships.
- Field trips, guest speakers, and mentorship programs focused on nontraditional and high-demand careers.
- Outreach coordinated with school counselors, SPED coordinators, and career advisors to ensure early and equitable access to CTE programs during registration.

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?

In the fall of 2024 we made changes to our monthly consortium leadership team meeting agendas to allow for additional time to share best practices. This has been successful and will be continued. 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 and access 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
<p>The Oak Land Consortium recognizes a pressing need to expand Work-Based Learning (WBL) opportunities for students and enhance teacher licensure and endorsements to support high-quality CTE instruction.</p> <ul style="list-style-type: none"> • According to CLNA survey results and feedback from local employers, there is a critical demand for students to gain employability skills through hands-on experiences. • Despite modest improvement, WBL participation remains low, increasing from only 15.26% in FY23 to 16.73% in FY24 (Indicator 5S3). • Additionally, performance data revealed reporting discrepancies that must be addressed to ensure accurate measurement and program accountability. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies to address need:					
<p>To meet these needs, the consortium will implement the following utilizing Perkins funds in FY26:</p> <ol style="list-style-type: none"> 1. Expand WBL Access and Quality <ul style="list-style-type: none"> ○ Collaborate more closely with district and school administration to implement or expand WBL programs, including curriculum development. ○ Strengthen partnerships with local businesses, community organizations, and industry leaders to facilitate tours, job shadowing, mentorships, and internships. ○ Support student transportation, field trips, and industry-recognized certifications to increase equitable access to WBL experiences. 2. Support Teacher Credentialing and Licensure <ul style="list-style-type: none"> ○ Identify and share best practices for earning additional teaching licenses or endorsements. ○ Partner with Lakes Country Cooperative and other professional development providers to offer pathways to CTE licensure and endorsements. ○ Track and report educator progress in credential attainment. 3. Improve Data Quality and Reporting <ul style="list-style-type: none"> ○ Conduct an audit of secondary reporting errors to address discrepancies in performance indicator data. 					

<ul style="list-style-type: none"> ○ Provide training and technical assistance to ensure accurate reporting across the consortium. <p>4. Leverage Targeted Funding for Health Science WBL</p> <ul style="list-style-type: none"> ○ Utilize the ARCC grant to pay students for clinical hours in programs such as Nursing, PTA, Pharmacy Technician, Licensed Alcohol and Drug Counseling, and Social Work. This incentive supports participation and completion in high-demand, high-skill fields.
<p>3. Measurable Outcomes (report results in next APR):</p> <p>In FY26, the following outcome measurements will be completed:</p> <ol style="list-style-type: none"> 1. Report on secondary instructors earning additional endorsements 2. Report on secondary instructors earning CTE licensure 3. Increase indicator 5S3 levels of performance from 16.73% to 17.25% 4. 1P1 93.15% (FY23) increased to 95.07% (FY24). The FY25 data will indicate an increase to 95.5% 5. 2P1 52.99% (FY23) increased to 55.47% (FY24). FY25 increase to 56% 6. 3P1 14.90% (FY23) increased to 19.75% (FY24). FY25 increase to 20.5%

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.

The Oak Land Consortium is committed to providing meaningful work-based learning (WBL) opportunities that align with students' career interests and prepare them for high-skill, high-wage, and in-demand occupations.

2. Postsecondary Level

Students at Anoka Technical College engage in WBL through several coordinated efforts:

- Internships and clinical placements are developed in collaboration with instructors and department chairs, tailored to individual program areas and employer needs.
- Students utilize career development software and are supported by a connections counselor, who facilitates access to employer networks, career fairs, and job placement resources.
- Targeted grant funding, such as the FY24 awarded health science grant, allows students in programs like Nursing, PTA, Pharmacy Technician, and LADC Studies to be paid for their clinical hours, increasing access and completion in high-demand fields.

3. Secondary Level – Consortium School Districts

Each participating high school within the Oak Land Consortium offers WBL programs that provide real-world experiences for CTE students:

- Over the past two years, there has been notable growth in WBL offerings, thanks to an increase in teachers earning WBL endorsements.

- Students participate in a variety of experiences, including internships, job shadowing, school-based enterprises, and career exploration activities.
- Schools are increasingly partnering with local businesses and industry leaders to enhance program relevance and student engagement.

4. Consortium-Wide Enhancements

- The consortium continues to expand partnerships with employers, community organizations, and local economic development agencies to support mentorships, site tours, and authentic WBL opportunities.
- Strategic planning includes curriculum development, transportation support, and the integration of industry-recognized credentials to ensure equitable access for all students.

- 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 Oak Land Consortium is committed to building and sustaining strong partnerships with employers across a wide range of industries to develop and expand Work-Based Learning (WBL) programs at both the secondary and postsecondary levels.

The consortium works closely with industry partners to co-create WBL experiences that provide hands-on, practical learning aligned with high-skill, high-wage, and in-demand careers. These partnerships result in internships, job shadowing, clinical experiences, mentorships, and site tours, offering students direct exposure to the expectations and culture of the workplace.

WBL expansion is intentionally aligned with equity and access goals, ensuring all students, including those from special populations (e.g., BIPOC, low-income, students with disabilities), have equitable access to high-quality WBL experiences. Outreach efforts, transportation supports, flexible scheduling, and accessible program design ensure that barriers to participation are addressed.

The consortium actively encourages and supports educators in earning CTE and WBL endorsements, expanding the number of staff qualified to facilitate meaningful WBL opportunities.

As more teachers gain WBL credentials, additional WBL site locations are being established across the region, increasing student access to a broader array of industries and career pathways.

At the secondary level, schools partner with local businesses to provide internships, mentorship programs, and workplace visits that are embedded into the CTE curriculum. At the postsecondary level, colleges such as Anoka Technical College coordinate with employers to support program-aligned internships and clinical placements, many of which are paid and credit-bearing. Employers also serve on advisory committees, helping shape curriculum and identify emerging workforce needs to ensure programs remain relevant and responsive.

These collaborative efforts are designed to bridge the gap between classroom learning and workforce demands, equipping students with the skills, confidence, and experience necessary for future success. As partnerships deepen and more WBL opportunities are added, the Oak Land Consortium remains focused on ensuring every student has access to a pathway that leads to meaningful, self-sustaining employment.

- 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.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Performance indicator data has revealed disparities in access to CTE programming for underrepresented groups, including BIPOC students, students from low-income households, students with disabilities, and those in geographically underserved areas such as rural districts and the ARCC–Cambridge campus. The Oak Land Education Partnership has identified socio-economic, geographic, and systemic barriers including teacher credentialing and CTE licensure challenges that must be addressed to ensure equitable access and success in CTE programs for all students.</p>					
2. Strategies to address need:					
<p>Professional Development & Training</p> <ol style="list-style-type: none"> 1. Train career advisors, school counselors, teachers, and SPED coordinators to better understand and address barriers to participation in: <ul style="list-style-type: none"> ○ CTE courses ○ Concurrent Enrollment (CE) ○ Postsecondary Enrollment Options (PSEO) ○ Career and Industry-Specific (CIS) courses <p>Clarify Pathways</p> <ol style="list-style-type: none"> 1. Ensure that all advisors and educators clearly understand the differences and benefits of early college credit options available to students while in high school. <p>Expand Credit Opportunities</p> <ol style="list-style-type: none"> 1. Identify and promote opportunities to increase college credit attainment during high school, including: <ul style="list-style-type: none"> ○ Articulated College Credit (ACC) ○ Concurrent Enrollment 					

<ul style="list-style-type: none"> ○ PSEO by contract ○ Industry Recognized Credentials
3. Measurable Outcomes (report results in next APR):
1. Targeted training is provided to all identified groups (career advisors, counselors, SPED coordinators, and teachers), equipping them with tools and knowledge to reduce access barriers and guide underrepresented students effectively toward CTE and early college credit pathways.

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 <input type="checkbox"/>	2 <input type="checkbox"/> X	3	4 <input type="checkbox"/>	5 <input type="checkbox"/>
A review of Concurrent Enrollment (CE), Articulated College Credit (ACC), and Postsecondary Enrollment Options (PSEO) data revealed a need to ensure secondary CTE courses are clearly connected to postsecondary programs. This connection must be visible and accessible to students through updated articulation agreements, expanded dual credit opportunities, and intentional outreach.					
2. Strategies to address need:					
In FY26, the Oak Land Education Partnership will utilize Perkins funding to implement the following strategies: <ol style="list-style-type: none"> 1. Sustain Communication Efforts by continuing the ACC postcard campaign to all high school students who have earned ACC, encouraging them to redeem credit and continue on a postsecondary path (see Narrative 5). 2. Maintain and Enhance Articulation Infrastructure by <ul style="list-style-type: none"> ○ Continue co-funding the statewide www.CTEcreditMN.com website in collaboration with 17 other consortia. ○ Through the College High School Partnership team, review and revise all ACC agreements to ensure clear alignment with high-skill, high-wage, in-demand programs at postsecondary institutions. 3. Explore improved ways to offer ACC to increase access and redemption through professional development to meet the needs of the middle student that does not qualify for PSEO, PSEO by contract, and Concurrent Enrollment. 4. Raise Awareness and Participation: <ul style="list-style-type: none"> ○ Increase early college credit participation through marketing campaigns targeted at both students and families, focusing on long-term college and career benefits. 					
3. Measurable Outcomes (report results in next APR):					
1. ACC agreements are updated to reflect a direct pathway connection. 2. Increase The number of ACC record downloads 1425 (FY23), 1039 (FY24) to the FY23 levels of 1425 in FY25. 3. Create a comprehensive baseline of concurrent enrollment courses throughout the consortium.					

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 which Industry Recognized Certifications 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Anecdotal evidence, along with state and national data, shows that new CTE teachers often feel overwhelmed and unsupported, leading to high attrition rates. According to <i>Parr & Kaihoi (2021)</i> and the <i>2023 Biennial Report on the Supply & Demand of Teachers in Minnesota</i>, there is a clear need to support early-career and transitioning CTE educators in order to improve retention, program quality, and student outcomes.</p> <p>New CTE teachers need assistance with:</p> <ul style="list-style-type: none"> • Understanding how to successfully implement CTE programming • Accessing timely and relevant professional development • Receiving financial support for curriculum, classroom needs, and CTSO participation, and • Navigating the CTE licensure process 					
2. Strategies to address need:					

In FY26, The Oak Land Education Partnership will use Perkins funding to implement the following initiatives aimed at increasing teacher support and retention:

Professional Development & Curriculum Alignment

- Fund opportunities for CTE teachers (veteran and new teachers) and leadership to participate in content-specific professional development(local, state, national).
- Support paid curriculum development time post-training to apply new learning into program updates.

Support secondary CTSO (Career & Technical Education Student Organizations) Advisors

- Allocate funding to support CTSO advisors, recognizing their critical role in student engagement, leadership development, and industry exposure.

Mentorship & Licensure Support

- Support formal mentorship programs (e.g. MACTA Fellowship, TIP) for new and transitioning CTE educators.
- Offer financial support and guidance for educators working to complete required CTE licensure or endorsements.

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

1. Increase instructor retention in the colleges and districts which could potentially increase retention rates at the colleges as indicated in measure 1P1 from 13.02% (2023), 14.90% (2024) to 15.5% (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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Across all Oak Land consortium school districts and colleges, there is a significant underrepresentation of teachers of color, especially in Career and Technical Education (CTE). This is particularly evident in our largest district, where the student population is approximately 55% white and 45% non-white, yet the teaching staff does not reflect this diversity.</p> <p>Anecdotal reports indicate that teachers of color often feel isolated or unsupported within their schools, which negatively impacts recruitment and retention. To address this disparity, two key needs have been identified:</p> <ul style="list-style-type: none"> 1. Encourage diverse students to consider careers in education and CTE. 2. Create supportive, inclusive school cultures to retain teachers and professionals of color. 					
2. Strategies to address need:					
<p>The Oak Land Education Partnership will utilize Perkins funding in FY26 to:</p> <ul style="list-style-type: none"> 1. Enhance Recruitment into the Education Pipeline <ul style="list-style-type: none"> ○ Improve and expand the “Be a Teacher, Change the World” event aimed at high school students—specifically BIPOC and underrepresented students—to promote careers in education and CTE. ○ Partner with school counselors, CTE instructors, and equity leaders to target diverse student populations. 2. Support Retention Through Bias Reduction and Inclusive Practices <ul style="list-style-type: none"> ○ Provide professional development for current educators to recognize and reduce implicit bias and create more inclusive school and classroom environments. ○ Share best practices and resources for culturally responsive teaching and inclusive workplace behaviors across districts and colleges. 					
3. Measurable Outcomes (report results in next APR):					
<p>Improve the “Be a Teacher, Change the World” event by:</p> <ul style="list-style-type: none"> ● Increasing the number of participating schools and students <p>December 2023 - 120 secondary students attended and all 5 consortium districts sent interested students. January 2025 - 125 secondary students attended and 3 consortium district sent interested students. The outcome for FY26 is to continue to increase the number of participants and engage all 5 district consortium partners.</p> <ul style="list-style-type: none"> ● Tracking the demographics of participants and following up on expressed interest in education pathways will be collected in FY26 as a baseline. <p>Increase performance indicator levels for underrepresented students:</p> <ul style="list-style-type: none"> ● 4S1 (Nontraditional Program Enrollment) from 24.45% (FY23), 27.74% (FY24) to 28.5% 					

(FY25)

- 3P1 (Nontraditional Program Completion) from 14.90% (FY23), 19.75% (FY24) to 20.25% (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 FY26 grant to support the recruitment and preparation of educational professionals. Highlights include:

- 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
- Professional Development for Educators and Leadership
- 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 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>A review of Program Placement performance indicator data revealed persistent gaps in performance among specific student groups—particularly Hispanic students, students in Special Education, Economically Disadvantaged students, Multi-Language Learners (MLL), Homeless Youth, and Youth in Foster Care.</p> <p>Key findings include:</p> <ul style="list-style-type: none"> • MLLs score significantly below proficiency levels in math, and reading: <ul style="list-style-type: none"> ○ 2S2 - Math 29.85% - FY23, 29.82% - FY24 ○ 2S1 - Reading 37.43% - FY23, 45.68% - FY24 • Despite these academic challenges, MLLs perform comparably in 2-year post-program placements, but lag in 4-year placements (22.69% - FY23 and 39.48% - FY24) and show a slight gap in employment placement. <p>This data suggests that additional programming and collaboration may be needed to strengthen academic readiness, entry-level job skills, and access to work-based learning (WBL) while in high school.</p>					
2. Strategies to address need:					
<p>To address these performance gaps and build more equitable outcomes, the Oak Land Education Partnership will implement the following strategies:</p> <ol style="list-style-type: none"> 1. Support Academic Skill Development Through CTE Integration <ul style="list-style-type: none"> ○ Collaborate with 8th and 9th grade math and CTE instructors to bridge gaps in math competency and improve retention. ○ Embed math and reading standards in CTE programs through contextual learning models. ○ Provide professional development for CTE instructors to align industry-specific instruction with academic standards and improve cross-curricular integration. 2. Enhance Programming and Supports for Underrepresented Students 					

<ul style="list-style-type: none"> ○ Expand early outreach and programming tailored to MLLs, economically disadvantaged students, and other identified populations. ○ Provide access to entry-level career skills training and WBL experiences for MLLs and other underrepresented learners. ○ Explore culturally responsive teaching and inclusive curriculum models that reflect the lived experiences of the students served. <p>3. Utilize Advisory Committees and Business Partnerships</p> <ul style="list-style-type: none"> ○ Work with advisory boards and local employers to identify industry-specific academic skill gaps and collaborate on training that reinforces reading and math in authentic, job-related contexts.
3. Measurable Outcomes (report results in next APR):
<p>1. Accountability measure 2S1 will continue to increase especially for underrepresented populations as identified in the Needs statement. 37.43% - FY23, 45.68% - FY24 to 46.25% - FY25.</p> <p>2. Accountability measure 2S2 will continue to increase especially for underrepresented populations as identified in the Needs statement. 29.85% - FY23, 29.82% - FY24 to 30.25% - FY25.</p>

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 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Performance Indicator data was reviewed. There are performance gaps for 1S1 (Graduation Rate - 4 Year) 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.</p>					
2. Strategies to address need:					
<p>During the FY26 academic year utilizing Perkins Funds if needed the consortium will:</p> <ol style="list-style-type: none"> 1. CTE Consortium staff and district Special Education departments will collaborate to understand alternative graduation measures for students on IEPs and integrate CTE programming into their graduation plans 2. Develop and implement collaborative graduation plans that align CTE coursework with IEP goals 					
3. Measurable Outcomes (report results in next APR):					
<p>1. Improve the 4-year graduation rate as measured by accountability indicator 1S1 for students receiving Special Education services (Students on an IEP) in accountability measure 1S1, from 18.09% to 19%.</p>					

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 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Based on the 2P1 (Completion of Certificate, Degree) 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:					
<ol style="list-style-type: none"> ARCC will explore ANFR industry certification options to stack into the Environmental Science AS degree by collaborating with industry representatives to design certification options. STEM - <ul style="list-style-type: none"> Support the Bridges initiative through continued CTE exposure 					
5. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> A report initiated by ARCC will be shared with the leadership team in regard to ANFR industry certification. 					

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

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

2S1, 2S2

Multi-language learners score below proficiency levels for math and reading. 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 and a slight gap in employment.

1S1

There are performance gaps for Multi Language Learners, Homeless Youth, and Youth in Foster Care. The consortium also took note that students receiving services for Special Education 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 <input type="checkbox"/>	2X <input type="checkbox"/>	3X <input type="checkbox"/>	4X <input type="checkbox"/>	5x <input type="checkbox"/>
<p>Following a comprehensive analysis of CLNA data across all required elements, the Oak Land Education Partnership identified both student-centered and systemic needs. While robust strategies are in place to address performance gaps, equitable access, and workforce alignment, continued support for leadership development and operational efficiency is essential to ensure these strategies are implemented effectively and sustained over time.</p> <p>The consortium leadership team plays a critical role in managing and executing multiple priorities. To ensure continued progress toward our goals, there is a need for intentional investment in professional development, system enhancements, and resource support.</p>					
2. Strategies to address need:					
<p>In FY26 the Oak Land Education Partnership will utilize Perkins funds for the following:</p> <ol style="list-style-type: none"> 1. Provide professional development opportunities for consortium leadership team members, such as participation in the MACTA Fellowship, to build expertise in data-driven decision-making, CTE advocacy, and equity-focused leadership. 2. Continue active advocacy at the local, state, and federal levels to raise awareness of the value of CTE and ensure representation of consortium needs in policy and funding decisions. 3. Support the ongoing role of the Career and Technical Education Specialist, who provides essential coordination and leadership across all CLNA priority areas. 4. Utilize consultant expertise for special projects, including targeted data analysis (CLNA), ACC evaluation, and improvement planning. 5. Improve the structure and focus of consortium leadership team meetings to align more directly with CLNA goals, Perkins outcomes, and continuous improvement cycles. 6. Implement consistent tracking tools and shared agendas to monitor progress on key strategies. 					
3. Measurable Outcomes (report results in next APR):					
<ol style="list-style-type: none"> 1. Professional development is completed by key leadership team members, including MACTA Fellowship participation. 					

2. Leadership team meetings are restructured to include: <ul style="list-style-type: none"> • Strategic goal-setting aligned to CLNA outcomes • Annual data reviews • Progress monitoring of grant-funded initiatives 3. CTE Specialist and consultants provide targeted support that results in the successful implementation of at least three major grant strategies. 4. Advocacy efforts include participation in at least two statewide or federal events, with documented impact on awareness and engagement.
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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 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>The Oak Land Consortium is composed of two larger and three smaller secondary school districts, each with varied capacity to offer comprehensive CTE programs. This variability results in inequitable access to high-skill, high-wage, and in-demand career pathways, particularly for students in smaller or resource-limited districts. To ensure equitable preparation for the evolving workforce, member districts must work collaboratively with advisory committees, industry partners, and workforce agencies to align programs with regional labor market needs and provide consistent, responsive, and inclusive CTE opportunities across the consortium.</p>					
2. Strategies to address need:					
1. Share best practices at leadership monthly meetings					
3. Measurable Outcomes (report results in next APR):					
1. Our monthly meeting agenda was adjusted in FY25 to share and document best practices occurring in our consortium. This will continue in FY26.					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4X <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Anecdotal evidence, along with state and national data, shows that new CTE teachers often feel overwhelmed and unsupported, leading to high attrition rates. According to <i>Parr & Kaihoi (2021)</i> and the <i>2023 Biennial Report on the Supply & Demand of Teachers in Minnesota</i>, there is a clear need to support early-career and transitioning CTE educators in order to improve retention, program quality, and student outcomes.</p> <p>New CTE teachers need assistance with:</p> <ul style="list-style-type: none"> • Understanding how to successfully implement CTE programming • Accessing timely and relevant professional development • Receiving financial support for curriculum, classroom needs, and CTSO participation, and • Navigating the CTE licensure process <p>Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
2. Strategies to address need:					
<p>1. Purchase equipment and resources and provide professional development for the following career clusters (see budget for specifics):</p> <ul style="list-style-type: none"> • Manufacturing & Trade Occupations • Transportation, Distribution and Logistics 					
3. Measurable Outcomes (report results in next APR):					
<p>1. Accountability measure 2S1 will continue to increase especially for underrepresented populations, 37.43% - FY23, 45.68% - FY24 to 46.25% - FY25.</p> <p>2. Accountability measure 2S2 will continue to increase especially for underrepresented populations, 29.85% - FY23, 29.82% - FY24 to 30.25% - FY25.</p>					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>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.</p>					
Reserve Category: <input type="checkbox"/> X Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>1. Continue implementation of EAB Navigate Software at ARCC. This software will assist in closing the feedback loop between services and academics.</p> <p>2. Support the Bridges initiative</p>					
3. Measurable Outcomes (report results in next APR):					
<p>1. Increase performance indicator level for 1P1.</p>					

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Performance indicator data has revealed disparities in access to CTE programming for underrepresented groups, including BIPOC students, students from low-income households, students with disabilities, and those in geographically underserved areas such as rural districts and the ARCC–Cambridge campus. The Oak Land Education Partnership has identified socio-economic, geographic, and systemic barriers—including teacher credentialing and CTE licensure challenges—that must be addressed to ensure equitable access and success in CTE programs for all students.</p>					
Reserve Category: <input type="checkbox"/> X Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
5. Strategies to address need:					
<p>1. Fund a Health Science Tutor at ATC/ARCC to increase retention efforts.</p>					
6. Measurable Outcomes (report results in next APR):					
<p>1. Accountability measure 2S1 will continue to increase especially for underrepresented populations, 37.43% - FY23, 45.68% - FY24 to 46.25% - FY25</p> <p>2. Accountability measure 2S2 will continue to increase especially for underrepresented populations, 29.85% - FY23, 29.82% - FY24 to 30.25% - FY25</p> <p>3. Increase retention rates at the colleges as indicated in measure 1P1 from 13.02% (2023), 14.90% (2024) to 15.5% (FY25)</p> <p>4. 3P1 (Nontraditional Program Completion) from 14.90% (FY23), 19.75% (FY24) to 20.25%</p>					

(FY25)

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; Manufacturing; Transportation, Distribution & Logistics; 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 3 - Einscan H2 3D Scanner and 2 - Tormach 8L Lathes
- Transportation, Distribution, and Logistics will purchase Maximus plus diagnostic Scan tools

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

To be submitted with the FY26 Local Application (award period: July 1, 2025 – June 30, 2026)

Consortium Name:	Oak Land Education Partnership
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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 populations¹;
- 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.

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:

[illegible]

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 Gap s	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.~~

Performance Indicator data was reviewed. There are performance gaps for 1S1 (Graduation Rate - 4 Year) 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

2S1 Academic 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.~~

A review of Program Placement performance indicator data revealed persistent gaps in performance among specific student groups—particularly Hispanic students, students in Special Education, Economically Disadvantaged students, Multi-Language Learners (MLL), Homeless Youth, and Youth in Foster Care.

Key findings include:

- MLLs score significantly below proficiency levels in math, and reading:
 - 2S2 - Math 29.85% - FY23, 29.82% - FY24
 - 2S1 - Reading 37.43% - FY23, 45.68% - FY24
- Despite these academic challenges, MLLs perform comparably in 2-year post-program placements, but lag in 4-year placements (22.69% - FY23 and 39.48% - FY24) and show a slight gap in employment placement.

This data suggests that additional programming and collaboration may be needed to strengthen academic readiness, entry-level job skills, and access to work-based learning (WBL) while in high school.

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.~~

The Oak Land Consortium recognizes a pressing need to expand Work-Based Learning (WBL) opportunities for students and enhance teacher licensure and endorsements to support high-quality CTE instruction.

- According to CLNA survey results and feedback from local employers, there is a critical demand for students to gain employability skills through hands-on experiences.
- Despite modest improvement, WBL participation remains low, increasing from only 15.26% in FY23 to 16.73% in FY24 (Indicator 5S3).
- Additionally, performance data revealed reporting discrepancies that must be addressed to ensure accurate measurement and program accountability.

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.~~

While both Anoka Technical College (ATC) and Anoka-Ramsey Community College (ARCC) met the overall performance goals for Indicator 1P1, the Oak Land consortium identified a performance gap within the Out of Workforce Individuals population. This subgroup is significantly underperforming compared to the consortium-wide average, indicating a need for more targeted support and connection between academic services and student support systems.

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.

A review of FY23 data revealed several underperforming subgroups within Postsecondary Indicators 2P1 and 3P1:

3P1

- Female
- White
- Economically Disadvantaged
- Single Parent

2P1 (Under performing compared to the average)

- Economically disadvantaged
- single-parent

Additionally, specific academic areas are showing lower completion rates, including:

- Architecture and Construction
- Health Science
- Manufacturing (notably well below the indicator average)

These data trends point to both equity gaps and program-specific challenges in supporting credential attainment and nontraditional student success.

E1-Need F

3P1: (Non Traditional Participation)

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.

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 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.~~

The Oak Land Consortium is composed of two larger and three smaller secondary school districts, each with varied capacity to offer comprehensive CTE programs. This variability results in inequitable access to high-skill, high-wage, and in-demand career pathways, particularly for students in smaller or resource-limited districts. To ensure equitable preparation for the evolving workforce, member districts must work collaboratively with advisory committees, industry partners, and workforce agencies to align programs with regional labor market needs and provide consistent, responsive, and inclusive CTE opportunities across the consortium.

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.~~

The Oak Land Consortium received feedback from key partners and local employers through a consortium-wide survey that emphasized the need for expanded access to industry-recognized credentials and a stronger focus on employability skill development. Employers shared concerns about students entering the workforce without credentials that validate their technical skills or the professional habits needed to thrive in the workplace. These findings highlight the importance of integrating credentials, employability standards, and career-connected learning into Programs of Study (POS).

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.~~

A review of Concurrent Enrollment (CE), Articulated College Credit (ACC), and Postsecondary Enrollment Options (PSEO) data revealed a need to ensure secondary CTE courses are clearly connected to postsecondary programs. This connection must be visible and accessible to students through updated articulation agreements, expanded dual credit opportunities, and intentional outreach.

E2-Need D

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.

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

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~~

There is a critical need to expand access to industry-recognized credentials and employability skills across all career fields to meet employer expectations and ensure student readiness for high-skill, high-wage, and in-demand careers. Local industry partners, workforce entities (including DEED and Real-Time Talent), and consortium survey data consistently highlight gaps in qualified candidates, especially in the following sectors:

- 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
- [AFNR](#)

These workforce shortages reveal a need for programming that aligns more closely with industry expectations, including the integration of certifications, equipment, and experiential learning into career pathways.

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 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)

Anecdotal evidence, along with state and national data, shows that new CTE teachers often feel overwhelmed and unsupported, leading to high attrition rates. According to *Parr & Kaihoi (2021)* and the *2023 Biennial Report on the Supply & Demand of Teachers in Minnesota*, there is a clear need to support early-career and transitioning CTE educators in order to improve retention, program quality, and student outcomes.

New CTE teachers need assistance with:

- Understanding how to successfully implement CTE programming
- Accessing timely and relevant professional development
- Receiving financial support for curriculum, classroom needs, and CTSO participation, and
- Navigating the CTE licensure process

E4-Need B

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)

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).

(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)

According to a FY24 internal audit of program readiness and teacher recruitment data.

1. There is a need to increase awareness of career opportunities for CTE educators because many industry professionals are unaware of the pathways to teaching at the secondary and postsecondary levels, as reported by regional advisory committee feedback from FY24. There is a need to modernize CTE facilities and curriculum because outdated equipment and instructional spaces are limiting the recruitment and retention of qualified educators.

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. 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.

Performance indicator data has revealed disparities in access to CTE programming for underrepresented groups, including BIPOC students, students from low-income households, students with disabilities, and those in geographically underserved areas such as rural districts and the ARCC–Cambridge campus. The Oak Land Education Partnership has identified socio-economic, geographic, and systemic barriers including teacher credentialing and CTE licensure challenges that must be addressed to ensure equitable access and success in CTE programs for all students.

Across all Oak Land consortium school districts and colleges, there is a significant underrepresentation of teachers of color, especially in Career and Technical Education (CTE). This is particularly evident in our largest district, where the student population is approximately 55% white and 45% non-white, yet the teaching staff does not reflect this diversity.

Anecdotal reports indicate that teachers of color often feel isolated or unsupported within their schools, which negatively impacts recruitment and retention. To address this disparity, two key needs have been identified:

1. Encourage diverse students to consider careers in education and CTE.
2. Create supportive, inclusive school cultures to retain teachers and professionals of color.

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	<p>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.</p> <p>Performance indicator data has revealed disparities in access to CTE programming for underrepresented groups, including BIPOC students, students from low-income households, students with disabilities, and those in geographically underserved areas such as rural districts and the ARCC–Cambridge campus. The Oak Land Education Partnership has identified socio-economic, geographic, and systemic barriers—including teacher credentialing and CTE licensure challenges—that must be addressed to ensure equitable access and success in CTE programs for all students</p>

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:	\$459,087.85	\$70,711.62	\$529,799.47
Postsecondary Allocation:	\$568,913.34	\$70,711.62	\$639,624.96
Total Consortium Allocation:	\$1,028,001.19	\$141,423.24	\$1,169,424.43

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	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>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.</p> <p>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."</p>
STEP #3	<p>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>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.</p> <p>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.</p> <p>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."</p>
STEP #4	<p>Complete the Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>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.</p> <p>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."</p>
STEP #5	<p>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>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.</p> <p>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."</p>
STEP #6	<p>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.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

(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.

[illegible]

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
			[Enter POS Here]	
				\$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
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	AH Transportation, Construction Equipment		\$67,176.04	\$67,176.04
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$67,176.04	\$67,176.04
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,535.58
2024-2025 Proposed Budget		\$0.00	\$67,176.04	\$70,711.62

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.		X
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.		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
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.*

Code 145 Articulation Meeting, (Classroom) Substitute Teachers, Anoka Hennepin District, \$5,000

*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.*

Code 303 Articulation Meetings, (Classroom) Substitute Teacher, Mileage, PHS & CIHS, \$2500; NAR/EMT Certifications, Preschool & Education Support Careers, Anoka Hennepin District, \$30,000, Element 3, Narrative 6A; Subscriptions Adobe Premiere Pro, Tormach Desktop CNC's with teacher certification (travel and training), Curriculum Writng Lincoln Square wave welding machines, Nursing Mannequin Package CIHS, \$24,148.30, Element 4, Narrative 4A; Industry Certifications & ACC Meetings, ISD 728, \$1000, Element 3, Narrative 7A; PD ProStart, FSC Conference, NPS, Travel, Curriculum Review and ReDesign Construction, ISD 728, \$29,000, Element 4, Narrative 8A; Advisory Committee Supports, PHS, \$100, Element 3, Narrative 2A; Patient Monitor/Stand 12 in., MakeBlock mBot2 Robots, Blue Yeti Microphone and Boom Arm, Audio Technical Headphones, Video Camcorder, Industry Certifications, Culinary, AFNR Forestry iltmore Height Sticks and Forestry Orienteering Compass, PHS, \$19,866.96, Element 4, Narrative 4A; ACC Meetings and certifications, PHS, \$4080; Element 3, Narrative 7A; Consortium Articulation and Website, \$24,000, Element 3, Narrative 7A. **Code 304** Adviosry Committees, CIHS & ISD 728, \$1200, Element 3, Narrative 2A; Career Tours/Competitions, CIHS/ISD 728/PHS, \$28350.00, Element 3, Narrative 2A; School Links, MCIS, Career Counselor Training, CIHS/ISD 728/PHS, \$22,200, Element 2, Narrative 3A & 3B; Equipment Track Saw Plus 106" Rail Link, Weld Test, Ironworker, \$36,000, Element 4, Narrative 4A; Transporation and Subs Special Pops, Good Grips Y Peelers, ISD 728, Element 5, Narrative 5A; Student Transportation (CIHS), Curriculum Writing WBL (ISD 728), Early Childhood Job Shadow, Transport, CTE Explore (PHS), \$9000, Element 1, Narrative 6A; Conferences, Travel, CTSO Advisors, Externships, CIHS/PHS/SFHS, \$12,427, Element 4, Narrative 8A. **Code 360** Career Tours, Anoka Hennepin, \$15,000, Element 5, Narrative 2A; College and Career Tours Special Pops, Anoka Hennepin, \$3200, Element 5, Narrative 5A. **Code 366** NPS, Teacher Training, Anoka Hennepin, \$18,100, Element 4, Narrative 8A; Consortium MACTA, PD by MACTA, Fellowship, NPS, \$8500, Element 4, Narrative 8A.

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. 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.

Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. 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.

Code 530 AFNR - Landscaping Paver Block Splitter, Masonry Wet Saw, Transportation Maximus Plus Diagnostic Scan Tool, CISCO CCNA Cybersecurity Trainer, Construction Oscillating Belt Sander and Splindle Sander, Anoka Hennepin, \$18,915.04, Element 4, Narrative 2A; Tormach 8L Lathe X 2, EinScan H2 3D Scanner, Maximus Plus Diagnostic Scan Tool, Anoka Hennepin, \$66,719.96, Element 4, Narrative 11A.

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.

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure 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.

Oak Land Education Partner: Narrative Funding--Postsecondary

(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
Tutor	Health Sciences Tutor					\$44,000.00						\$44,000.00
Specialist	Perkins Specialist										\$45,000.00	\$45,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$44,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00	\$89,000.00
Equipment - ATC	New Programs and updated programming		\$173,852.58									\$173,852.58
Equipment - ARCC	Updated programming/Inovation & New Programs		\$69,547.07									\$69,547.07
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$243,399.65	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$243,399.65
Contracted Services	Special Projects e.g. CLNA, Meeting Facilitation										\$30,600.00	\$30,600.00
Certification Prep	Certification Prep for Business, PTA, Nursing etc.				\$45,000.00							\$45,000.00
Career Exploration	Career Spotlight Events Student Success Seminars, 8th Grade Transport, Scrubs Camp, Be a Teacher Event		\$35,000.00	\$5,000.00								\$40,000.00
PD ARCC & ATC	NPS, Certiport Conference etc.					\$20,000.00			\$59,468.02			\$79,468.02
Consortium ACC Marketing	Postcard					\$3,000.00						\$3,000.00
WIOA	CareerForce CMJTS/ACJT, Central Job Posting, Handshake			\$10,000.00								\$10,000.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$35,000.00	\$15,000.00	\$45,000.00	\$23,000.00	\$0.00	\$0.00	\$59,468.02	\$0.00	\$30,600.00	\$208,068.02
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$28,445.67	\$28,445.67
2024-2025 Proposed Budget		\$0.00	\$278,399.65	\$15,000.00	\$45,000.00	\$67,000.00	\$0.00	\$0.00	\$59,468.02	\$0.00	\$104,045.67	\$568,913.34

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		
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						
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					X	X		X	

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
			[Enter POS Here]	
Nursing Tutor		\$40,305.62		\$40,305.62
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$40,305.62	\$0.00	\$40,305.62
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
Technology Outreach	Interventions to support students from college entrance to career	\$26,870.42		\$26,870.42
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$26,870.42	\$0.00	\$26,870.42
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,535.58
2024-2025 Proposed Budget		\$67,176.04	\$0.00	\$70,711.62

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.		
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 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.*

Health Science Tutor, \$44,000 Basic Funding + \$40,031.98 = \$84,031.98, Narrative 5 and 11, Element 5; Perkins Specialist, \$45,000 (braided funds with ARCC), Narrative 10

*Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. 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.*

ATC will utilize \$36,000 for the plumbing program and \$130,973.91 for current CTE program equipment and development; ARCC - Dental and Nursing Equipment \$20,000, Current program equipment \$44,961.29, Element 3, Narrative 2A

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. 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.*

Certification Prep for PTA and Nursing, etc. \$45,000, Narrative 4, Element 4; Special Projects - CLNA, Meeting Facilitation, APR, Grant, etc. \$30,600, Grant Specialist \$45,000, Narrative 10; Career Spotlight events, Student Success Seminars, 8th Grade Transportation to Colleges and Be a Teacher Change the World event, Scrubs Camp, \$67,000, Narrative 2, 3, 8, Elements 3 & 4; Conferences, PD, \$60,968.01, Narratives 5 & 8, Element 4; ACC Marketing Postcard, \$3000, Narrative 5, Element 5; WIOA, CareerForce, Central Job Posting and Handshake, \$10,000, Narrative 3, Element 3.

*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.*

This is used for the planning of events such as the 8th grade tours and Be a Teacher, Change the World as well as grant monitoring for the colleges, Narrative 10.

*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab)**. Narrative for each expenditure 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.*

Performance Gaps - Technology Interventions to support students from college entrance to career, \$26,870.42 (braided funding from ARCC), Narrative 11, Elements 1, 4, and 5; Nursing Tutor in conjunction with Narratives 5 and 11, Elements 1, 4, and 5, \$40,305.62.

Consortium Plan: Budget Summary 2022-2023

<div> <div>Oak Land Education Partnership</div> <div> July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$1,300.00		\$1,300.00
	Postsecondary		\$0.00	\$0.00
	Total	\$1,300.00	\$0.00	\$1,300.00
Narrative 2: Programs of Study	Secondary	\$127,676.20		\$127,676.20
	Postsecondary		\$278,399.65	\$278,399.65
	Total	\$127,676.20	\$278,399.65	\$406,075.85
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$22,200.00		\$22,200.00
	Postsecondary		\$15,000.00	\$15,000.00
	Total	\$22,200.00	\$15,000.00	\$37,200.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$120,231.26		\$120,231.26
	Postsecondary		\$45,000.00	\$45,000.00
	Total	\$120,231.26	\$45,000.00	\$165,231.26
Narrative 5: Special Populations	Secondary	\$13,919.00		\$13,919.00
	Postsecondary		\$67,000.00	\$67,000.00
	Total	\$13,919.00	\$67,000.00	\$80,919.00
Narrative 6: Work - Based Learning	Secondary	\$39,000.00		\$39,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$39,000.00	\$0.00	\$39,000.00
Narrative 7: Early College	Secondary	\$11,080.00		\$11,080.00
	Postsecondary		\$0.00	\$0.00
	Total	\$11,080.00	\$0.00	\$11,080.00
Narrative 8: Support for Professionals	Secondary	\$100,727.00		\$100,727.00
	Postsecondary		\$59,468.02	\$59,468.02
	Total	\$100,727.00	\$59,468.02	\$160,195.02
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 10: Governance	Secondary	\$22,954.39		\$22,954.39
	Postsecondary		\$104,045.67	\$104,045.67
	Total	\$22,954.39	\$104,045.67	\$127,000.06
Narrative 11: Reserve Funds	Secondary	\$70,711.62		\$70,711.62
	Postsecondary		\$70,711.62	\$70,711.62
	Total	\$70,711.62	\$70,711.62	\$141,423.24
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$26,489.97		\$26,489.97
	Postsecondary		\$31,981.25	\$31,981.25
	Total	\$26,489.97	\$31,981.25	\$58,471.22
PLAN TOTALS	Secondary	\$529,799.47		\$529,799.47
	Postsecondary		\$639,624.96	\$639,624.96
	Total	\$529,799.47	\$639,624.96	\$1,169,424.43

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$459,087.85	\$70,711.62	\$529,799.47
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$568,913.34	\$70,711.62	\$639,624.96
Budget Over /Short	\$0.00	\$0.00	\$0.00

Completing the Program of Study Spreadsheet

July 1, 2025 - June 30, 2026 (FY26)

Oak Land

There is information to complete on BOTH of the FY26 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets or saving as an MS Excel document in a format other than the original may disable dropdown menu options.**

SRPOS Verification tab: Consortium leaders verify that each of the Programs of Study identified on the "SRPOS" tab meet **ALL SEVEN** of the criteria required for a State-Recognized Program of Study.
Check the box on row 16 and insert consortium leader signatures on row 19.

SRPOS tab: Consortium leaders **may submit up to 15** Programs of Study that they verify below meet all seven criteria for State-Recognized Programs of Study. This information will be posted for the public on the Minnesota State website to meet federal requirements for posting of POS information. **Two pathways per POS may be identified.** **NOTE: Programs of Study that are "in development" are not yet Programs of Study and should NOT be listed on this tab.**

POS Funding tab: Consortium leaders may submit up to **10 Programs of Study** for which some level of Perkins funding is identified/requested in the consortium plan. **Two pathways per POS may be identified.** Financial support requested for all POS included on this tab should be included in Narrative 2 of the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in row 11.
Consortia may wish to identify POS "in development" for funding on this tab.

Key Instructions: State-Recognized Programs of Study (SRPOS) tab

* Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.

* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.

* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

ROWS 2-3: Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should populate with information when you begin entering field, cluster, and pathway information in the first column of each SRPOS.

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded BLUE.

If you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second POS column. The postsecondary partners and postsecondary programs to which you can align your POS in rows 6-9 will be based on the pathway choices you identify in these two cells.

ROW 5: Enter the CTE approved program code number for the programs aligned to each POS, followed by the school districts in your consortium with that approved program.

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the programs they offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. **If only one postsecondary partner, or only one career pathway being developed in the POS, leave the 2nd column blank.** There is an option "Institution Not on List (See Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the missing institution's name and college program in Narrative 2.

ROWS 7-9: From the dropdown menu options of postsecondary programs offered by the institution you selected in row 6,

identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options will be different in the two POS columns (if you are partnering with two institutions) based on the different programs provided at each postsecondary institution.

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either the secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified WBL program codes (and the school districts approved to offer them) through which a student could obtain WBL experience in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or postsecondary WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE classes in the program of study.

Key Instructions: POS Funding tab

* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

*** See instructions above (rows 37-38) regarding YELLOW cells.**

* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from rows 2-9 on the S-RPOS tab to those rows/cells on the Funding tab.

Use the same instructions as above for completing information in rows 2-9.

ROW 10: Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a state-recognized POS on the SRPOS tab.

ROW 11--Funding Priority: Consortium leadership teams should identify the priority spending level of spending requests made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. **NO MORE THAN THREE (3)** can be identified as Priority 1 (top level), and **NO MORE THAN THREE (3)** POS can be identified as Priority 2. Note that POS listed on this tab **DO NOT** need to be State-Recognized POS to be prioritized for funding; however, Narrative 2 of your consortium plan should clearly describe how this need and priority were identified to align with your CLNA.

Use the table below to assist in determining the funding priority level for each Program of Study:

Priority Level	Rationale
Priority 1 (no more than THREE POS) --LIST THESE POS FIRST--	Program of Study represents a high priority workforce need in CLNA findings. These are not necessarily the largest amounts to be spent--simply the highest priorities. The State Team would expect to see these among a consortia's earliest expenditures upon approval of their plan.
Priority 2 (no more than THREE POS) --LIST THESE POS NEXT--	Program of Study represents a workforce need for continued support, possibly to provide industry-standard equipment or innovate existing program delivery. The State Team would expect to see these expenditures made ahead of Priority 3 items as the consortium team would have determined them to be of higher priority.
Priority 3 (either 3 POS, or 4 if no Reserve) --LIST THESE POS NEXT--	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds (OPTIONAL) --LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--	Use of Reserve funding to develop a new POS (i.e., development to establish new POS or to develop coordination and alignment of secondary and postsecondary programs which exist at one level but not at the other). If consortium plan does not include use of reserve funds for new POS development, do not identify any POS with this label on the POS funding tab.

*** [OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium offers an **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with the identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #--Course #**. Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture. **Focus should be on courses that may be included in equipment requests for the primary CTE program in the POS.** (Contact MDE Program Specialists if you have questions on listing courses in these cells.)

RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)

State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
[NAME] Consortium

There are seven minimum criteria that must be met for identification as a State-Recognized Program of Study.

1. Course standards accurately align to the academic, technical, and employability skills learners must master to succeed in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission standards.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by employers.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive assessment.

The State-Recognized Programs of Study submitted by our consortium meet all seven of the minimum criteria identified above.

X

[Insert "X" in box]

Jessica Lipa

[Secondary Consortium Leader]

Shannon Kirkeid

[Postsecondary Consortium Leader]

Study:

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postsecondary

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Use This Sheet for Guidance on Identifying Secondary Courses Aligned with Specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

Program of Study--Field	Program of Study--Cluster	Table C -- MDE	Table C --	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations		170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information Systems	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information Systems	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information Systems	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems Environmental Service Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53 #54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS	090101	Culinary/Hospitality/Food Science	#01; #06; #16-28
Business, Management, and Administration	Pathway: Restaurants and Food/Beverage Services	Service Occupations	090301	Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01-#07 #08-#12 #18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	Service Occupations	090204	Fashion, Apparel & Interior Design	#05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood	Service Occupations	090204	Fashion, Apparel & Interior Design	#05-#11
Human Services	Human Services Pathway	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers	#01; #06; #34-36 #01; #06; #40-42
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

The pathways below currently have NO Minnesota State postsecondary programs offered:

CAREER FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications_Technology
Business, Management, & Administration	Business_Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing_Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation_Amusements_and_Attractions
Engineering, Manufacturing, & Technology	Sales_and_Services
Engineering, Manufacturing, & Technology	Transportation_Systems_Infrastructure_Planning_Management_and_Regulation
Engineering, Manufacturing, & Technology	Warehousing_and_Distribution_Center_Operations
Engineering, Manufacturing, & Technology	Logistics_and_Inventory_Control
Engineering, Manufacturing, & Technology	Health_Safety_and_Environmental_Assurance
Human Services	Administration_and_Administrative_Support
Human Services	Revenue_and_Taxation
Human Services	Foreign_Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer_Services

Oak Land	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Manufacturing	Manufacturing	Information_Technology	Information_Technology
Career Pathway	Therapeutic_Services	Therapeutic_Services	Production	Manufacturing_Production_Process_Development	Programming_and_Software_Development	Programming_and_Software_Development
High Schools & Approved CTE Programs (Table C)	(070300) Anoka-Hennepin, Cambridge-Isanti, Princeton.		(171710) Anoka-Hennepin, Cambridge-Isanti, Elk River, St. Francis (171000) Cambridge-Isanti, Elk River, Princeton, St. Francis (170302) Princeton (019901) Anoka-Hennepin, Princeton		(171512) Anoka-Hennepin Schools, Princeton	
Postsecondary Partner Institutions	Anoka_Technical_College_073	Anoka_Ramsey_Community_College_073	Anoka_Technical_College_056	Anoka_Technical_College_041	Anoka_Technical_College_059	Anoka_Ramsey_Community_College_059
Postsecondary CTE Program #1	Nursing Assistant/Home Health Aide	Professional Nursing	Basic Welding	Advanced CNC Machine Technology	Network Management and Security	Cybersecurity
Postsecondary CTE Program #2	Practical Nursing	Physical Therapist Assistant	Welding Fabricator	CNC Design and Manufacturing Technology	Software Development	Computer Programming
Postsecondary CTE Program #3	Occupational Therapy Assistant	Pharmacy Technician	Machine Technology 1	Mechanical CAD Drafter		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (079090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin	
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7
Human_Services	Human_Services	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology
Education_and_Training	Education_and_Training	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Business_Management_and_Administration	Business_Management_and_Administration	Architecture_and_Construction
Teaching_Training	Teaching_Training	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	General_Management	General_Management	Construction
(090101) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton		(170302) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (171710) Princeton		(140710) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis		(171000) Anoka-Hennepin Schools, Cambridge-Isanti, Elk River, Princeton, St. Francis
Anoka_Ramsey_Community_College_071	Please Select...	Anoka_Technical_College_021	Please Select...	Anoka_Technical_College_025	Anoka_Ramsey_Community_College_025	Anoka_Technical_College_011
Elementary Education Foundations Transfer Pathway	Please Select...	CNC Service Technician	Please Select...	Leadership	Business Generalist	Construction Electrician
Special Education Transfer Pathway	Please Select...	Automotive Technician	Please Select...	Supervisory Management	Entrepreneurship	Construction Estimating
Athletic Coaching	Please Select...	Automotive Electronic Diagnostic Specialist	Please Select...		Retail Management	
(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (099090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (149090) Anoka-Hennepin, Princeton		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin

State-Recognized POS 7	State-Recognized POS 8		State-Recognized POS 9		State-Recognized POS 10	
Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Architecture_and_Construction	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	STEM	STEM	Finance	Finance
Design_PreConstruction	Plant_Systems	Natural_Resources_Systems	Engineering_and_Technology	Engineering_and_Technology	Accounting	Accounting
Cambridge-Isanti, Elk River, Princeton, St. Francis (019901)	(019901) Anoka-Hennepin, Princeton, St. Francis		(171710) Anoka-Hennepin, Cambridge-Isanti, St. Francis		(140710) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis	
Anoka_Technical_College_015	Anoka_Technical_College_053	Anoka_Ramsey_Community_College_047		Anoka_Ramsey_Community_College_019	Anoka_Ramsey_Community_College_001	Please Select...
Architectural 2D CAD	Turf and Golf Course Management	Environmental Science		Applied Engineering Technology	Accounting Practitioner	Please Select...
Architectural and Construction Technician		Sustainability		Engineering	Accounting Transfer Pathway	Please Select...
Architectural Technology		Please Select...		Please Select...	Small Business Accounting	Please Select...
Cambridge-Isanti, Elk River, Princeton, St. Francis Cambridge-Isanti, Elk River, Princeton Anoka-Hennepin	(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (019090) St. Francis		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (149090) Anoka-Hennepin, Princeton	

State-Recognized POS 11		State-Recognized POS 12		State-Recognized POS 13		State-Recognized POS 14
Human_Services	Human_Services	Human_Services	Human_Services	Health_Science_Technology	Health_Science_Technology	
Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security	Human_Services_Pathway	Human_Services_Pathway	Health_Science	Health_Science	
Emergency_and_Fire_Management_Services	Emergency_and_Fire_Management_Services	Family_and_Community_Services	Family_and_Community_Services	Support_Services	Support_Services	
(070300) Anoka-Hennepin.		(090101) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton		(070300) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton.		
Anoka_Technical_College_018	Please Select...	Anoka_Technical_College_022	Please Select...	Anoka_Ramsey_Community_College_070	Anoka_Technical_College_070	
Emergency Medical Services	Please Select...	Behavioral Health and Human Services	Please Select...	Public and Community Health	Medical Office Specialist	
Paramedic	Please Select...		Please Select...		Health Unit Coordinator	
	Please Select...		Please Select...		Medical Receptionist	
(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (079090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (099090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (079090) Anoka-Hennepin		

ized POS 14	State-Recognized POS 15	
0		0
0		0
0		0
Please Select...		Please Select...
Please Select...		Please Select...
Please Select...		Please Select...
Please Select...		Please Select...

Oak Land	POS 1		POS 2	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Health_Science	Health_Science	Manufacturing	Manufacturing
Career Pathway	Therapeutic_Services	Therapeutic_Services	Production	Manufacturing_Production_Process_Development
High Schools & Approved CTE Programs (Table C)	(070300) Anoka-Hennepin, Cambridge- Isanti, & Princeton		(171710) Anoka - Hennepin, Cambridge - Isanti, ISD 728, St. Francis	
Postsecondary Partner Institutions	Anoka_Technical_College_073	Anoka_Ramsey_Community_College_073	Anoka_Technical_College_056	Anoka_Technical_College_041
Postsecondary CTE Program #1	Nursing Assistant/Home Health Aide	Physical Therapist Assistant	Basic Welding	Advanced CNC Machine Technology
Postsecondary CTE Program #2	Practical Nursing	Pharmacy Technician	Welding Fabricator	CNC Design and Manufacturing Technology
Postsecondary CTE Program #3	Occupational Therapy Assistant	Professional Nursing	Machine Technology 1	Mechanical CAD Drafter
State-Recognized				
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)			019901-Princeton	019901-Princeton

POS 3		POS 4	
Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Human_Services	Human_Services
Information_Technology	Information_Technology	Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security
Programming_and_Software_Development	Programming_and_Software_Development	Emergency_and_Fire_Management_Services	Emergency_and_Fire_Management_Services
(171512) Anoka-Hennepin Schools, Princeton		(070300) Anoka-Hennepin Schools, Cambridge-Isanti, Elk River, Princeton, St. Francis	
Please Select...	Anoka_Ramsey_Community_College_059	Anoka_Technical_College_018	Please Select...
Please Select...	Network Security	Emergency Medical Services	Please Select...
Please Select...	Cybersecurity	Paramedic	Please Select...
Please Select...	Computer Programming	Emergency Medical Technician	Please Select...
Priority 1		Priority 2	

POS 5		POS 6	
Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Architecture_and_Construction	Architecture_and_Construction	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Construction	Design_PreConstruction	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
(171000) Anoka-Hennepin Schools, Cambridge-Isanti, Elk River, Princeton, St. Francis		(170302) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis	
Anoka_Technical_College_011	Anoka_Technical_College_015	Anoka_Technical_College_021	Please Select...
Construction Electrician	Architectural 2D CAD	Automotive Electronic Diagnostic Specialist	Please Select...
Construction Estimating	Architectural and Construction Technician	Automotive Technician	Please Select...
Construction Estimating Technician	Architectural Technology	CNC Service Technician	Please Select...
Priority 2		Priority 2	

POS 7		POS 8	
Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration
Finance	Finance	Business_Management_and_Administra tion	Business_Management_and_Administra tion
Accounting	Accounting	General_Management	General_Management
(140710) Anoka-Hennepin Schools, Cambridge-Isanti, Elk River, Princeton, & St. Francis		0710) Anoka-Hennepin Schools, Cambridge-Isanti, Elk River, Princeton, & St. Franc	
Anoka_Ramsey_Community_College_0 01	Please Select...	Anoka_Technical_College_025	Anoka_Ramsey_Community_College_0 25
Accounting Practitioner	Please Select...	Supervisory Management	Business Generalist
Accounting Transfer Pathway	Please Select...	Supervisory Management	Entrepreneurship
Small Business Accounting	Please Select...	Please Select...	Retail Management
Priority 3		Priority 3	

POS 9		POS 10	
Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
STEM	STEM	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Engineering_and_Technology	Engineering_and_Technology	Plant_Systems	Natural_Resources_Systems
(170400) Anoka-Hennepin (171710) Anoka-Hennepin, Cambridge-Isanti, Elk River, St. Francis		(019901) Anoka-Hennepin, Princeton, St. Francis	
Anoka_Ramsey_Community_College_019	Anoka_Ramsey_Community_College_019	Anoka_Technical_College_053	Anoka_Ramsey_Community_College_047
Applied Engineering Technology	Applied Engineering Technology	Turf and Golf Course Management	Environmental Science
Engineering	Engineering	Turf and Golf Course Technician	Sustainability
Please Select...	Please Select...	Please Select...	Please Select...
Priority 3		Reserve	

MDE Control #	District	Date Approved	Date Acquired	Description	Total Cost	Funding Source	% of Perkins	Title	ID #	Serial #	Model #	Perkins Label Y/N	Date of Last Physical Invent	Still in Use	Disposition Dg	Disposition Nat	Lifes Expectancy
	AH		FY22	Automotive - Elite Balancer	\$10,000.00	Perkins	100										
	AH		FY22	Dremel for CAPS Program	\$2,449.00	Perkins	100										
	AH		FY22	Equipment for CAPS program	\$4,350.10	Perkins	100										
	AH		FY22	Power Distributors LLC - engine	\$552.47	Perkins	100										
	CJHS		8/27/2017	3 Food Processors	\$1,222.00	Perkins	100										
	CJHS		8/27/2017	6 Blenders (Big Tray) \$540 each	\$3,240.00	Perkins	100										
	CJHS		9/4/2018	Plasma Cutter	\$15,090.00	Perkins	100										
	CJHS		10/8/2018	Industrial Freezer	\$1,921.28	Perkins	100										
	CJHS		FY21	Millermatic 212 MIG Welder	\$2,400	Perkins	100										
	CJHS		FY21	CNC Milling Machine Quick Change Tooling System	\$1,756	Perkins	100										
	CJHS		FY21	Pocket Holding Machine for Cabinet Making	\$3,493	Perkins	100										
	CJHS		FY22	Hypertherm Plasma Cutter	\$2,450.00	Perkins	100										
	CJHS		FY23	Panel Saw	3499	Perkins	100										
	CJHS		FY23	Planer	8900	Perkins	100										
	CJHS		FY23	Greenhouse Kit	97.09	Perkins	100										
	CJHS		FY23	CNC Plasma Cutter	1830	Perkins	100										
	CJHS		FY23	CPR adult mannequins, Child/Infant mannequins with light system for teaching First Aid/CPR, and an AED	500	Perkins	100										
	CJHS		FY23	MIG Welder	5613.24	Perkins	100										
	CJHS		FY23	2 Air Hose Reels	596.25	Perkins	100										
	CJHS		FY23	6 Dewalt Impact Driver & batteries	1079	Perkins	100										
	CJHS		FY23	3-Lincoln Electric Square (wave 200 welding unit)	7042	Perkins	100										
	CJHS		FY23	Tigerstar Saw/Gear	3499	Perkins	100										
	CJHS		FY23	Kreg Adaptive Cutting System	853.18	Perkins	100										
	CJHS		FY23	Health Oze Equipment Just listed twice (line 56 and 63)	500	Perkins	100										
	CJHS		FY24	CNC Mill 770M Starter Package	20,091.30	Perkins	100										
	CJHS		FY24	Paaver Engraver	3,495.00	Perkins	100										
25-12-110	CJHS	9/11/24	9/30/24	Tormach desktop CNC machine	\$4,194.00	Perkins	100			EAOI 228/2024-B	soTECH-CHE(115v)	Yes		Yes			3-4 years
25-12-110	CJHS	9/11/24	9/30/24	Tormach desktop CNC machine	\$4,194.00	Perkins	100			EAOI 1330/2024-B	soTECH-CHE(115v)	Yes		Yes			3-4 years
25-12-109	CJHS	9/10/24	9/30/24	Square Wave TIG Welder	\$2,460.43	Perkins	100					Yes		Yes			3 Years/3000 hours
25-12-109	CJHS	9/10/24	9/30/24	Square Wave TIG Welder	\$2,460.44	Perkins	100					Yes		Yes			3 Years/3000 hours
25-12-115	CJHS	9/27/24	9/30/24	TERi Geriatric Patient Care Trainer Kit	\$13,035.88	Perkins	100					Yes		Yes			5-7 years
25-12-127	CJHS	3/25/25	3/28/25	Trailer	\$3,999.99	Perkins	100	KT1222051		SKTUS2027FF395698	KTT5-7400-TEB-82-I	Yes		Yes			10 years
25-12-128	CJHS	3/25/25	4/1/25	Video Camera Pkg	\$2,699.99	Perkins	100					Yes		Yes			5-6 years
	ERHS - ISD 728	9/28/2022	2 ACER Manual Lathes @ \$12,500	\$25,000.00	Perkins	100											
	ERHS - ISD 728	3/7/2023	Oscillating Spindle Sander ERHS	\$2,224.99	Perkins	100											
	ERHS - ISD 728	11/7/2023	Scan Tool	4280.24	Perkins	100											
24-12-100	ERHS - ISD 728	7/31/24	7/31/2024	Dewalt Track saw and clamps	\$1,066.99	Perkins	100		N/A	DCSS20 TYZ	MOOQXGC	Yes		Yes			3 years or 500 charge cycles
25-12-101	ERHS - ISD 728	7/30/24	7/31/2024	Planer	\$18,992.00	Perkins	100		N/A	PS300810-23	PS300810	Yes		Yes			10 years
25-12-102	ERHS - ISD 728	7/30/24	7/31/2024	Tormek Sharpening System	\$2,810.00	Perkins	100		N/A	1007571	T-8 ORIGUS	Yes		Yes			10,000 hours
	ERHS ISD 728	12/4/2017	Millermatic 211 Mig Welder	\$142.48	Perkins	100											
	ERHS ISD 728	12/4/2017	Millermatic Aluminum Welder	\$780.93	Perkins	100											
	ERHS ISD 728	12/4/2017	Lincoln Square Wave Tig Welding	\$190.01	Perkins	100											
	ERHS ISD 728	12/4/2017	Arc Clamps and Vises	\$751.00	Perkins	100											
	ERHS ISD 728	12/20/18	Sharp Vertical Turret Milling Machine	\$5,170.21	Perkins	100											
	ERHS ISD 728	12/14/2018	Corsewell Tool - Auto Scan Tool	\$1,600.00	Perkins	100											
	ERHS ISD 728	1/30/2019	SauServe Frozen Yogurt Machine	\$3,566.39	Perkins	100											
	ERHS ISD 728	2/15/2019	Miter Saw	\$499.00	Perkins	100											
	ERHS ISD 728	2/15/2019	Kren Tool	191.99	Perkins	100											
	ERHS ISD 728	2/22/2019	Wet Dry Vac	\$140.00	Perkins	100											
	ERHS ISD 728	6/20/2019	Point of Sale System	\$2,716.15	Perkins	100											
	ERHS-ISD 728	3/22/2021	Printer for FCS - ERHS	\$76.00	Perkins	100											
	ERHS-ISD728	6/3/2020	Kitchen Aid Mixer - RHS*	\$689.00	Perkins	100											
	ERHS-ISD728	6/30/2020	Espresso Machine - ERHS*	\$2,649.00	Perkins	100											
	ERHS-ISD728	6/30/2020	Coffee Grinder - ERHS*	\$96.48	Perkins	100											
	ERHS-ISD728	8/5/2020	MarketBot Method 3D Printer- ERHS	\$8,486.30	Perkins	100											
	ERHS-ISD728	11/5/2020	Tormach Router at ERHS	\$6,290.00	Perkins	100											
	ERHS-ISD728	4/9/2021	Two Cameras at ERHS	\$6,996.46	Perkins	100											
	ERHS-ISD728	4/9/2021	Powermatic Jointer at ERHS	\$2,499.99	Perkins	100											
	ERHS-ISD728	6/26/2021	Head for 3D Printer - ERHS	\$376.49	Perkins	100											
	ERHS-ISD728	11/4/2021	1 - Canon Ixx Rebel SL3 ERHS	\$2,154.67	Perkins	100											
	ERHS-ISD728	11/4/2021	4 - Zoom P3 Lavalier mic recorder ERHS	\$752.40	Perkins	100											
	ERHS-ISD728	11/4/2021	2 - DJI RS2 ERHS	\$1,516.98	Perkins	100											
	ERHS-ISD728	11/15/2021	NTG4 MIC ERHS	\$348.88	Perkins	100											
	ERHS-ISD728	11/15/2021	Zoom H5 ERHS	\$334.95	Perkins	100											
	ERHS-ISD728	11/15/2021	2 - Godox softboxes ERHS	\$227.00	Perkins	100											
	ERHS-ISD728	11/15/2021	Nanlite ERHS	\$1,044.48	Perkins	100											
	Iron Sand ISD 728	6/30/2018	Printer/Plotter	\$5,324.70	Perkins	100											
	PHS	10/3/2017	Welding Helmets	\$1,464.00	Perkins	100											
	PHS	11/22/2017	Iron Worker Machine & Die Set, Pipe Notch	\$2,920.00	Perkins	100											
	PHS	9/10/2020	Auto Darkening Helmets (8) at @\$189 each	\$1,512.00	Perkins	100											
	PHS	10/15/2020	Discover Drones Base Packages - Club Base Package - 2 Drones	\$3,347.43	Perkins	100											
	PHS	FY22	Automotive Diagnostic Tool	\$669.00	Perkins	100											
	PHS	FY23	Careck Wide-Belt Sander	\$21,736.00	Perkins	100											
	PHS	FY23	Scroll Saw	\$120.13	Perkins	100											
	PHS	FY23	Band Saw	\$474.00	Perkins	100											
	PHS	FY23	Motor-Guard Welder Stud Starter/Dent Remover	\$200.91	Perkins	100											
	PHS	FY23	Portable Welding Station	\$1,311.00	Perkins	100											
	PHS	FY23	Dewalt Corded Metal Cut-off Saw	\$229.00	Perkins	100											
	PHS	FY23	Epsilon Fusion Edge Laser Engraver	\$9,180.00	Perkins	100											
	RHS - ISD 728	9/13/2022	Miller 875 Spectrum Plasma Cutter	\$3,105.00	Perkins	100											
	RHS - ISD 728	3/13/2023	Millermatic 212 MIG Welder (2)	\$3,318.00	Perkins	100											
	RHS - ISD 728	7/28/2023	Torchmate 4400 CNC Plasma Cutter and attachments	\$2,872.87	Perkins	100											
	RHS - ISD728	12/1/2022	Table Saw Brake Cartridge*	\$89.00	Perkins	100											
	RHS ISD 728	11/10/2017	Kitchen Aid Commercial Mixers (7)	\$3,938.20	Perkins	100											
	RHS ISD 728	5/7/2018	HP LaserJet Pro	\$379.00	Perkins	100											
	RHS ISD 728	2/26/2020	Apple iPad 5th Generation	\$294.00	Perkins	100											
	RHS-ISD728	5/19/2021	Printer - Square FCS, RHS	\$460.20	Perkins	100											
	RHS-ISD728	11/24/2021	SawStop Jobsite Pro Table Saw Safety - RHS	\$1,706.00	Perkins	100											
	RHS-ISD728	11/24/2021	Seven Wheel Power Feeder Safety - RHS	\$2,023.50	Perkins	100											
	RHS-ISD728	12/13/2021	43" 25 HP Excess Series Wide-Belt Sander - RHS	\$22,399.00	Perkins	100											
	RHS-ISD728	4/5/2022	4- Welders*	\$17,560.72	Perkins	100											
	SFHS	5/14/2018	15 iPads	\$5,370.00	Perkins	100											
	SFHS	4/3/2019	Auto Program Hand Tools	\$519.31	Perkins	100											
	SFHS	5/3/2019	Integral Shank Drill Chuck & Test	\$997.44	Perkins	100											
	SFHS	6/30/2019	Powermatic 24" Band Saw	\$5,687.77	Perkins	100											
	SFHS	5/15/2020	DECA Blowers	\$240	Perkins	100											
	SFHS	5/15/2020	Developing an IMC	\$199	Perkins	100											

SFLC	3/4/2019	Deswalt Planer	\$449.99	Perkins	100
SFLC	4/3/2019	Nailer and Compressor	\$229.99	Perkins	100
SFLC	5/15/2020	Bee Keeping supplies	\$380.99	Perkins	100
SFLC	5/15/2020	Worm composting supplies	\$1,549.99	Perkins	100
SFLC	5/15/2020	Irrigation Supplies	\$386,078.00	Perkins	100
SFLC	5/15/2020	Soil	\$220.00	Perkins	100
SFLC	5/15/2020	Incubator	\$95.99	Perkins	100
STEP	11/1/2017	HP Zbook Mobile	\$1,128.00	Perkins	100
STEP	11/1/2017	Kingston D0R4	\$290.00	Perkins	100
STEP	11/1/2017	Imaging	\$6.00	Perkins	100
STEP	11/1/2017	Z Space Accessory Kit	\$522.00	Perkins	100
STEP	11/1/2017	Z Space Lab Training	\$5,220.00	Perkins	100
STEP	11/1/2017	Z Space Lab Installation	\$2,610.00	Perkins	100
STEP	11/1/2017	Z Space Software	\$143.00	Perkins	100
STEP	11/1/2017	Zview Camera Kit	\$190.00	Perkins	100
STEP	11/1/2017	Z Space Add on Seat	\$16,975.00	Perkins	100
STEP	11/1/2017	Z Space Software	\$5,225.00	Perkins	100
STEP	10/1/2018	Z Space Addition Station	\$3,395.00	Perkins	100
STEP	10/1/2018	Z View Camera	\$190.00	Perkins	100
STEP	10/1/2018	PView Software License	\$133.00	Perkins	100
STEP	10/1/2018	Additional Seat Z Space	\$975.00	Perkins	100
STEP	10/1/2018	Image Service	\$6.00	Perkins	100
STEP	11/6/2018	NIMBUS Welding Bundle	\$1,400.00	Perkins	100
ZHS - ISD 728	9/28/2022	Spiral Joister Joist/Jointer in class needs parts, parts are obsolete	\$3,499.99	Perkins	100
ZHS - ISD 728	9/28/2022	Oscillating Spindle Sander/Spindle sander	\$1,534.00	Perkins	100
ZHS - ISD 728	6/30/2018	Band Saws	\$3,149.00	Perkins	100
ZHS - ISD 728	8/24/2018	ACME Tools Wood Shop Equip	\$4,865.00	Perkins	100
ZHS - ISD 728	2/28/2021	Porter Cable ZHS	\$145.45	Perkins	100
ZHS - ISD 728	11/4/2021	Wood Lathe ZHS	\$5,459.57	Perkins	100

Date Acquired	Description	Total Cost	Funding Source	% of Perkins	Title	ID #	Serial Number	Model Number	Perkins Label	Location	Date of Last Physical Inventory	Still in Use	Disposition Date	Disposition Notes or Sale Price	Life Expectancy
FY24	Cisco Computer Catalysts and Router	\$6,183.00	Perkins	100						ARCC					
FY24	Netlab Software	\$8,985.00	Perkins	100						ARCC					
FY24	Computer Catalysts and Port	\$2,115.00	Perkins	100						ARCC					
FY24	Ceriprot Software	\$7,020.00	Perkins	100						ARCC					
FY24	Lionville Systems Inc 800 Medicine Cart with Monitor Arm, Bladder scan, and Audiometer	\$1,895.62	Perkins	100						ARCC					
FY24	Hospital Beds	\$1,964.38	Perkins	100						ARCC					
FY24	Polar OH1 optical heart rate sensor	\$2,610.00	Perkins	100						ARCC					
FY24	LED Stock Ticker Display	\$3,199.00	Perkins	100						ARCC					
FY24	Little Baby QCPR (5) + Skillguides (5)	\$1,863.00	Perkins	100						ARCC					
FY24	32 inch wide Electric Massage Table with head tilt	\$6,098.00	Perkins	100						ARCC					
FY23	Nursing AV Cath Simulators (2)	23,000.00	Perkins	100						ARCC					
FY23	Spare Amputation Stump, Right	325.95	Perkins	100						ARCC					
FY23	Oakworks Desktop Portal Coal Seated Massage System	233.98	Perkins	100						ARCC					
FY23	Hillrom CareAssist Hospital Beds	13,975.00	Perkins	100						ARCC					
FY23	Carex Overbed Table	2,875.55	Perkins	100						ARCC					
FY23	Lymphatic Drainage Massage DVDs	86.90	Perkins	100						ARCC					
FY23	3B Scientific Patient Care Manikin	3,442.00	Perkins	100						ARCC					
FY23	Cranial Sacral Therapy DVDs	270.65	Perkins	100						ARCC					
FY23	1U High Performance Compute System	5,800.00	Perkins	100						ARCC					
FY23	Nursing AV Cath Simulators (3)	33,974.00	Perkins	100						ARCC					
6/5/2019	Resusci Anne QCPR AW Torso	\$1,799.88	Perkins	100						ARCC - PO124095					
6/17/2019	Resusci Anne QCPR AW Torso (2 @ \$1,799.88 each)	\$3,599.76	Perkins	100						ARCC - PO124220					
6/17/2019	SIM Pad Plus with Skillsreporter (2 @ 1,381.93 each)	\$2,763.86	Perkins	100						ARCC - PO124220					
6/10/2019	Baxter Sigma Spectrum Infusion Pump, Pole Clamp and AC Adaptor (6 @ \$1,339.00 each)	\$8,034.00	Perkins	100						ARCC - PO125779					
6/10/2019	Blood Pressure Training Arms 3 @ \$1,105.00 each--\$3,315.00(Perkins paid for \$2,574.40)	\$2,574.40	Perkins	100						ARCC - PO125780					
6/10/2019	Chester Chest (3 @ \$832.00 each)	\$2,496.00	Perkins	100						ARCC - PO125781					
11/19/2019	High Performance Server System	\$9,447.00	Perkins	100						ARCC - PO166689					
11/25/2019	Chromebooks (10 @ \$266.00 each)	\$2,660.00	Perkins	100						ARCC - PO167629					
2/28/2020	Microquark PC-Based Spirometer	\$1,125.00	Perkins	100						ARCC - PO185728					
10/11/2019	Nor-Tech Server & Licensing	\$18,894.00	Perkins	100						ARCC/ATC PO166689					
4/7/2020	Diagnostic Trainer	\$19,227.00	Perkins	100						ATC					
FY23	Aloris CXA Tool Posts (10) Atlas 5C Collet Chucks (9) Package	19,200.00	Perkins	100						ATC					
FY23	REALTI Plus (AHA) K-RPLUS with ZOLL X	10,585.00	Perkins	100						ATC					
FY23	Tempus Pro Printer, defibrillator, and assorted simulators	33,960.40	Perkins	100						ATC					
FY23	Lathe Tool Post	3,720.00	Perkins	100						ATC					
FY23	Portable Drive-On Hoist	6,590.00	Perkins	100						ATC					
FY23	Luminex CSE	1,995.00	Perkins	100						ATC					

[illegible]

**For Office Use Only:
DO NOT REMOVE THESE ROWS
FROM YOUR FINAL REPORT**

Completing the Program of Study Spreadsheet

July 1, 2025 - June 30, 2026 (FY26)

Oak Land

There is information to complete on BOTH of the FY26 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets as an MS Excel document in a format other than the original may disable dropdown menu options.**

SRPOS Verification tab: Consortium leaders verify that each of the Programs of Study identified on the "SRPOS Verification" tab meet **ALL SEVEN** of the criteria required for a State-Recognized Program of Study. **Check the box on row 16 and insert consortium leader signatures on row 19.**

SRPOS tab: Consortium leaders **may submit up to 15** Programs of Study that they verify below the criteria for State-Recognized Programs of Study. This information will be posted on the Minnesota State website to meet federal requirements for posting of POS information. **Two pathways per POS may be identified.** **NOTE: Programs of Study that are "in development" are not yet Programs of Study and should NOT be listed on this tab.**

POS Funding tab: Consortium leaders may submit up to **10 Programs of Study** for which some level of financial support is identified/requested in the consortium plan. **Two pathways per POS may be identified.** Financial support requested for all POS included on this tab should be included in the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in the "Priority" column. **Consortia may wish to identify POS "in development" for funding on this tab.**

Key Instructions: State-Recognized Programs of Study (SRPOS) tab

- * Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.
- * Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in the same column.
- * Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific name(s) offered by each institution. (The second column could also be used to identify a postsecondary institution with whom you have a brokering relationship.)

ROWS 2-3: Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should be populated with information when you begin entering field, cluster, and pathway information in the first column of each row.

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is only used if you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second postsecondary partner and postsecondary programs to which you can align your POS in rows 6-9 with the pathway choices you identify in these two cells.

ROW 5: Enter the CTE approved program code number for the programs aligned to each POS, followed by the name of the program in your consortium with that approved program.

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, you can select two different institutions from the dropdown menu.

institutions, use both columns for the POS to identify one in each column. **If only one postsecondary career pathway being developed in the POS, leave the 2nd column blank.** There is an option "Institution Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the institution's name and college program in Narrative 2.

ROWS 7-9: From the dropdown menu options of postsecondary programs offered by the institution you select, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options are different in the two POS columns (if you are partnering with two institutions) based on the different programs at each postsecondary institution.

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific WBL program codes (and the school districts approved to offer them) through which a student could obtain in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE program of study.

Key Instructions: POS Funding tab

* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

*** See instructions above (rows 37-38) regarding YELLOW cells.**

* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from the S-RPOS tab to those rows/cells on the Funding tab.

Use the same instructions as above for completing information in rows 2-9.

ROW 10: Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a State-Recognized POS on the SRPOS tab.

ROW 11--Funding Priority: Consortium leadership teams should identify the priority spending level of support made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. NO MORE THAN THREE (3) can be identified as Priority 1 (top level), and NO MORE THAN THREE (3) POS can be identified as Priority 2. That POS listed on this tab DO NOT need to be State-Recognized POS to be prioritized for funding; however, your consortium plan should clearly describe how this need and priority were identified to align with your plan.

Use the table below to assist in determining the funding priority level for each Program of Study:

Priority Level	Rationale
Priority 1 (no more than THREE POS) --LIST THESE POS FIRST--	Program of Study represents a high priority workforce need in CLNA funding. Consortiums should not necessarily spend the largest amounts to be spent--simply the highest priority. The State Team would expect to see these among a consortium's earliest expenditures and require prior approval of their plan.
Priority 2 (no more than THREE POS) --LIST THESE POS NEXT--	Program of Study represents a workforce need for continued support, such as equipment, or provide industry-standard equipment or innovate existing program development. The State Team would expect to see these expenditures made ahead of Priority 1. The consortium team would have determined them to be of higher priority than Priority 1.
Priority 3 (either 3 POS, or 4 if no Reserve) --LIST THESE POS NEXT--	Program of Study represents an established program area in need of support, such as professional development and supplemental curriculum materials.

Reserve Funds (OPTIONAL) --LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--	Use of Reserve funding to develop a new POS (i.e., development to establish to develop coordination and alignment of secondary and postsecondary exist at one level but not at the other). If consortium plan does not include reserve funds for new POS development, do not identify any POS with POS funding tab.
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*** [OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium of **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #--** Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture. **Focus should be on courses that may be included in equipment requests for the primary CTE program in the field/cluster/pathway.** (Contact MDE Program Specialists if you have questions on listing courses in these cells.)

RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)

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State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
[NAME] Consortium

There are seven minimum criteria that must be met for identification as a State-Recognized Program of Study.

1. Course standards accurately align to the academic, technical, and employability skills learners must master to succeed in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission standards.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by employers.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive assessment.

The State-Recognized Programs of Study submitted by our consortium meet all seven of the minimum criteria identified above.

X

[Insert "X" in box]

Jessica Lipa

[Secondary Consortium Leader]

Shannon Kirkeid

[Postsecondary Consortium Leader]

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Use This Sheet for Guidance on Identifying Secondary Courses Aligned with Specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

Program of Study--Field	Program of Study--Cluster	Table C -- MDE	Table C --	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations		170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information Systems	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information Systems	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information Systems	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems Environmental Service Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53 #54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS	090101	Culinary/Hospitality/Food Science	#01; #06; #16-28
Business, Management, and Administration	Pathway: Restaurants and Food/Beverage Services	Service Occupations	090301	Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01-#07 #08-#12 #18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	Service Occupations	090204	Fashion, Apparel & Interior Design	#05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood	Service Occupations	090204	Fashion, Apparel & Interior Design	#05-#11
Human Services	Human Services Pathway	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers	#01; #06; #34-36 #01; #06; #40-42
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

The pathways below currently have NO Minnesota State postsecondary programs offered:

CAREER FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications_Technology
Business, Management, & Administration	Business_Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing_Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation_Amusements_and_Attractions
Engineering, Manufacturing, & Technology	Sales_and_Services
Engineering, Manufacturing, & Technology	Transportation_Systems_Infrastructure_Planning_Management_and_Regulation
Engineering, Manufacturing, & Technology	Warehousing_and_Distribution_Center_Operations
Engineering, Manufacturing, & Technology	Logistics_and_Inventory_Control
Engineering, Manufacturing, & Technology	Health_Safety_and_Environmental_Assurance
Human Services	Administration_and_Administrative_Support
Human Services	Revenue_and_Taxation
Human Services	Foreign_Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer_Services

Oak Land	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Manufacturing	Manufacturing	Information_Technology	Information_Technology
Career Pathway	Therapeutic_Services	Therapeutic_Services	Production	Manufacturing_Production_Process_Development	Programming_and_Software_Development	Programming_and_Software_Development
High Schools & Approved CTE Programs (Table C)	(070300) Anoka-Hennepin, Cambridge-Isanti, Princeton.		(171710) Anoka-Hennepin, Cambridge-Isanti, Elk River, St. Francis (171000) Cambridge-Isanti, Elk River, Princeton, St. Francis (170302) Princeton (019901) Anoka-Hennepin, Princeton		(171512) Anoka-Hennepin Schools, Princeton	
Postsecondary Partner Institutions	Anoka_Technical_College_073	Anoka_Ramsey_Community_College_073	Anoka_Technical_College_056	Anoka_Technical_College_041	Anoka_Technical_College_059	Anoka_Ramsey_Community_College_059
Postsecondary CTE Program #1	Nursing Assistant/Home Health Aide	Professional Nursing	Basic Welding	Advanced CNC Machine Technology	Network Management and Security	Cybersecurity
Postsecondary CTE Program #2	Practical Nursing	Physical Therapist Assistant	Welding Fabricator	CNC Design and Manufacturing Technology	Software Development	Computer Programming
Postsecondary CTE Program #3	Occupational Therapy Assistant	Pharmacy Technician	Machine Technology 1	Mechanical CAD Drafter		Please Select...
Dual Enrollment Opportunities	Yes	No	Yes	No	No	Yes
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (079090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin	
Certification and Industry Recognized Credential	Certified Nursing Assistant, Pharmacy Technician		AWS, OSHA 10, Solidworks		CISCO, Palo Alto, Google AI	
Recognized Postsecondary Credentials:						
Academic Award	Certificate Diploma	Certificate of Associate of Science	Certificate Associate of Applied Science	Associate of Applied Science	Certificate Associate of Science	Associate of Applied Science
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials	Certified Nursing Assistant Licensed Practical Nurse		American Society of Mechanical Engineers Certification, American Petroleum Institute Certification, American Welding Society's Welding Code Certification			

State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7
Human_Services	Human_Services	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology
Education_and_Training	Education_and_Training	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Business_Management_and_Administration	Business_Management_and_Administration	Architecture_and_Construction
Teaching_Training	Teaching_Training	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	General_Management	General_Management	Construction
(090101) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton		(170302) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (171710) Princeton		(140710) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis		(171000) Anoka-Hennepin Schools, Cambridge-Isanti, Elk River, Princeton, St. Francis (019901)
Anoka_Ramsey_Community_College_071	Please Select...	Anoka_Technical_College_021	Please Select...	Anoka_Technical_College_025	Anoka_Ramsey_Community_College_025	Anoka_Technical_College_011
Elementary Education Foundations Transfer Pathway	Please Select...	CNC Service Technician	Please Select...	Leadership	Business Generalist	Construction Electrician
Special Education Transfer Pathway	Please Select...	Automotive Technician	Please Select...	Supervisory Management	Entrepreneurship	Construction Estimating
Athletic Coaching	Please Select...	Automotive Electronic Diagnostic Specialist	Please Select...		Retail Management	
Yes		Yes		No	No	No
(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (099090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (149090) Anoka-Hennepin, Princeton		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin
None		AYES		None		No
Certificate Associate of Science		Diploma Associate of Applied Science		Certificate Diploma	Certificate Associate of Applied Science	Certificate Diploma
Athletic Coaching Certificate						Construction Estimating Certificate

State-Recognized POS 7	State-Recognized POS 8		State-Recognized POS 9		State-Recognized POS 10	
Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Architecture_and_Construction	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	STEM	STEM	Finance	Finance
Design_PreConstruction	Plant_Systems	Natural_Resources_Systems	Engineering_and_Technology	Engineering_and_Technology	Accounting	Accounting
Cambridge-Isanti, Elk River, Princeton, St. Francis Princeton	(019901) Anoka-Hennepin, Princeton, St. Francis		(171710) Anoka-Hennepin, Cambridge-Isanti, St. Francis		(140710) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis	
Anoka_Technical_College_015	Anoka_Technical_College_053	Anoka_Ramsey_Community_College_047	Anoka_Ramsey_Community_College_019	Please Select...	Anoka_Ramsey_Community_College_001	Please Select...
Architectural 2D CAD	Turf and Golf Course Management	Environmental Science	Applied Engineering Technology	Please Select...	Accounting Practitioner	Please Select...
Architectural and Construction Technician		Sustainability	Engineering	Please Select...	Accounting Transfer Pathway	Please Select...
Architectural Technology		Please Select...		Please Select...	Small Business Accounting	Please Select...
No	No	No		No	No	
Cambridge-Isanti, Elk River, Princeton, St. Francis Cambridge-Isanti, Elk River, Princeton Anoka-Hennepin	(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (019090) St. Francis		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (179090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (149090) Anoka-Hennepin, Princeton	
None	None		None		None	
Diploma Associate of Applied Science	Diploma Associate of Applied Science	Associate of Science	Associate of Applied Science	Certificate of Associate of Science	Associate of Applied Science Associate of Science	
				Biomedical Core Certificate		

State-Recognized POS 11		State-Recognized POS 12		State-Recognized POS 13		State-Recognized POS 14
Human_Services	Human_Services	Human_Services	Human_Services	Health_Science_Technology	Health_Science_Technology	
Law_Public_Safety_Corrections_and_Security	Law_Public_Safety_Corrections_and_Security	Human_Services_Pathway	Human_Services_Pathway	Health_Science	Health_Science	
Emergency_and_Fire_Management_Services	Emergency_and_Fire_Management_Services	Family_and_Community_Services	Family_and_Community_Services	Support_Services	Support_Services	
(070300) Anoka-Hennepin.		(090101) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton		(070300) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton.		
Anoka_Technical_College_018	Please Select...	Anoka_Technical_College_022	Please Select...	Anoka_Ramsey_Community_College_070	Anoka_Technical_College_070	
Emergency Medical Services	Please Select...	Behavioral Health and Human Services	Please Select...	Public and Community Health	Medical Office Specialist	
Paramedic	Please Select...		Please Select...		Health Unit Coordinator	
	Please Select...		Please Select...		Medical Receptionist	
Yes		No		No	No	
(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (079090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (099090) Anoka-Hennepin		(009090) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton, St. Francis (000750) Anoka-Hennepin, Cambridge-Isanti, Elk River, Princeton (079090) Anoka-Hennepin		
EMT, First Responder, CPR		NA		NA		

Unlicensed POS 14	State-Recognized POS 15	
0		0
0		0
0		0
Please Select...		Please Select...
Please Select...		Please Select...
Please Select...		Please Select...
Please Select...		Please Select...

Oak Land	POS 1		POS 2	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Health_Science	Health_Science	Manufacturing	Manufacturing
Career Pathway	Therapeutic_Services	Therapeutic_Services	Production	Manufacturing_Production_Process_Development
High Schools & Approved CTE Programs (Table C)	(070300) Anoka-Hennepin, Cambridge- Isanti, & Princeton		(171710) Anoka - Hennepin, Cambridge - Isanti, ISD 728, St. Francis (171000) Cambridge-Isanti, District 728, Princeton, St. Francis (019901) Anoka-Hennepin, Princeton (170302) Princeton	
Postsecondary Partner Institutions	Anoka_Technical_College_073	Anoka_Ramsey_Community_College_073	Anoka_Technical_College_056	Anoka_Technical_College_041
Postsecondary CTE Program #1	Nursing Assistant/Home Health Aide	Physical Therapist Assistant	Basic Welding	Advanced CNC Machine Technology
Postsecondary CTE Program #2	Practical Nursing	Pharmacy Technician	Welding Fabricator	CNC Design and Manufacturing Technology
Postsecondary CTE Program #3	Occupational Therapy Assistant	Professional Nursing	Machine Technology 1	Mechanical CAD Drafter
State-Recognized				
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)			019901-Princeton	019901-Princeton

POS 3		POS 4		PO
Arts_Communications_Information_Sy stems	Arts_Communications_Information_Sy stems	Human_Services	Human_Services	Engineering_Manufacturing_Technolog y
Information_Technology	Information_Technology	Law_Public_Safety_Corrections_and_S ecurity	Law_Public_Safety_Corrections_and_S ecurity	Architecture_and_Construction
Programming_and_Software_Develop ment	Programming_and_Software_Develop ment	Emergency_and_Fire_Management_Se rvices	Emergency_and_Fire_Management_Se rvices	Construction
(171512) Anoka-Hennepin Schools, Princeton		090101) Anoka Hennepin, Cambridge-Isanti, District 728, Princeton		(170302) Anoka-Hennepin, Cambridge-I (171710)
Please Select...	Anoka_Ramsey_Community_College_0 59	Anoka_Technical_College_018	Please Select...	Anoka_Technical_College_011
Please Select...	Network Security	Emergency Medical Services	Please Select...	Construction Electrician
Please Select...	Cybersecurity	Paramedic	Please Select...	Construction Estimating
Please Select...	Computer Programming	Emergency Medical Technician	Please Select...	Construction Estimating Technician
Priority 1		Priority 2		Prior

S 5	POS 6		POS 7	
Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration
Architecture_and_Construction	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Finance	Finance
Design_PreConstruction	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Accounting	Accounting
santi, Princeton, St. Francis, District 728 Princeton	(140710) Anoka-Hennepin, District 728, Cambridge-Isanti, Princeton, St. Francis		(171000) Anoka-Hennepin, Cambridge-Isanti, District 729, Princeton, St. Francis (019901) Princeton	
Anoka_Technical_College_015	Anoka_Technical_College_021	Please Select...	Anoka_Ramsey_Community_College_001	Please Select...
Architectural 2D CAD	Automotive Electronic Diagnostic Specialist	Please Select...	Accounting Practitioner	Please Select...
Architectural and Construction Technician	Automotive Technician	Please Select...	Accounting Transfer Pathway	Please Select...
Architectural Technology	CNC Service Technician	Please Select...	Small Business Accounting	Please Select...
ity 2	Priority 2		Priority 3	

POS 8		POS 9		POS 10
Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources
Business_Management_and_Administration	Business_Management_and_Administration	STEM	STEM	Agriculture_Food_and_Natural_Resources
General_Management	General_Management	Engineering_and_Technology	Engineering_and_Technology	Plant_Systems
(019901) Anoka-Hennepin, Princeton, St. Francis		(171710) Anoka-Hennepin, Cambridge-Isanti, St. Francis		(140710) Anoka-Hennepin, District 728,
Anoka_Technical_College_025	Anoka_Ramsey_Community_College_025	Anoka_Ramsey_Community_College_019	Anoka_Ramsey_Community_College_019	Anoka_Technical_College_053
Supervisory Management	Business Generalist	Applied Engineering Technology	Applied Engineering Technology	Turf and Golf Course Management
Supervisory Management	Entrepreneurship	Engineering	Engineering	Turf and Golf Course Technician
Please Select...	Retail Management	Please Select...	Please Select...	Please Select...
Priority 3		Priority 3		Rese

10
Agriculture_Food_Natural_Resources
Agriculture_Food_and_Natural_Resources
Natural_Resources_Systems
Cambridge-Isanti, Princeton, St. Francis
Anoka_Ramsey_Community_College_047
Environmental Science
Sustainability
Please Select...
erve



STATEMENT OF ASSURANCES & CERTIFICATIONS

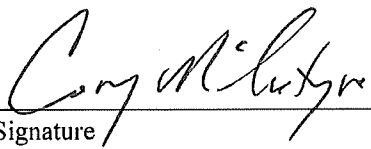
1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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 policies 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: <u>Anoka-Hennepin School District</u>	
District Number/Type: <u>ISD #11</u>	
Superintendent's Name – (Print): <u>Cory McIntyre</u>	
	04-22-2025
Signature	Date
email: <u>Cory.McIntyre@ahschools.us</u>	
Phone: <u>763.506.1001</u>	

(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 policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Oak Land

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

District Name: <u>Cambridge-Isanti School District</u>	
District Number/Type: <u>ISD 911</u>	
Superintendent's Name - (Print): <u>Nate Rudolph</u>	
Signature <u>Nate Rudolph</u>	Date <u>4/25/25</u>
email: <u>nrudolph@c-ischools.org</u>	
Phone: <u>763-689-6202</u>	


(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 policies 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: <u>Princeton Public Schools</u>	
District Number/Type: <u>477</u>	
Superintendent's Name – (Print): <u>Ben Barton</u>	
	
Signature	Date <u>4/28</u>
email: <u>ben.barton@isd477.org</u>	
Phone: <u>763.389-6190</u>	

(Duplicate as needed)

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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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:	15
Superintendent's Name – (Print):	KARSTEN ANDERSON
Revised February 2020	



MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

Karsten A

4/28/25

Signature

Date

email:

karsten.anderson@ISD15.org

Phone:

763-753-7041


(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 policies 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):	Andrew Almos
 	
Signature	Date April 21, 2025
email:	Andrew.Almos@ISD728.org
Phone:	763-241-3401

(Duplicate as needed)



STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
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5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: Anoka-Ramsey Community College

College President's Name (Print): Kent Hanson

Kent Hanson 4/21/25
Signature Date

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)