



## **FY21-22 Oak Land Consortium**

Prepared by Oak Land Consortium  
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**Submitted by Jes Lipa**

**Submitted on 06/12/2020 2:19 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

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

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

Opportunity Manager

Yingfah Thao

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced>

Is Published

Yes

### Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

### Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consortium Coordinators. Contact [yingfah.thao@minnstate.edu](mailto:yingfah.thao@minnstate.edu)

### Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

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

## Additional Information

Additional Information URL

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

Additional Information URL Description

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

## Project Information

### Application Information

Application Name

FY21-22 Oak Land Consortium

Total Amount of Award Requested

\$949,923.82

### Primary Contact Information

Name

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## Project Description

### Consortium Membership List

#### Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

##### **Executive Team**

Jes Lipa – Anoka-Hennepin Schools  
Sean Johns – Anoka Technical College  
Christa Hayes – Anoka Technical College  
Shannon Kirkeide – Anoka-Ramsey Community College  
Abbie Huttenburg – Anoka-Ramsey Community College  
Kathy Jo Haugan - Facilitator

##### **CNLA Leadership Team**

Patricia Sanford & Amy Lord – Elk River Area Schools  
Bridget Backman – Blaine CareerForce  
Katie Walker - Cambridge Isanti High School  
Sarah Durch - Princeton High School  
Nichole Rens - St. Francis School  
Scott Arcand – Anoka Hennepin Schools (POS – Programs of Study)

##### **CLNA Contributors**

Ginny Karbowski, Kathy Jo Haugan – ACC (Articulated College Credit)  
Luke Greiner – DEED (Department of Employment & Economic Development)

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

### CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The opportunity to analyze data and compare results in the form the Comprehensive Local Needs Assessment (**CLNA**) brought about new challenges, opportunities for improvement, and build upon our strengths. The Perkins Indicators along with: Labor Market Data; Articulated College Credit (**ACC**) Data; College Graduates by Program/Major; SLEDS data; 2 year to 4 year matriculation data and the Stakeholder Retreat were crucial in establishing a baseline in which to plan for future students.

Quality Career and Technical Education (**CTE**) programs are offered throughout our consortium. An ongoing review of data and local needs assessments will continue to take place through local advisory committees to ensure programs and curriculum are relevant, aligns with local labor market needs and there is equity and access for all students. Based on the data analyzed and the feedback of stakeholder groups, the following priorities were identified:

- Increase proficiency in math and English for secondary students.
- Provide diverse opportunities for students to learn and practice employability skills in the classroom, in the community, and through student organizations.
- Offer career exploration at the secondary level and plan activities geared toward increasing enrollment in nontraditional and postsecondary programs.
- Professional development (**PD**) in adaptive change to look at bias, beliefs, attitudes, etc. in order to identify real issues in this area. This PD would be provided for the leadership team and eventually faculty and staff. Strategies would be developed based on the professional development we provide.
- Increase and/or improve programming for size, scope and quality in the following career clusters: Education and Training; Manufacturing; Architecture and Construction; Information Technology; and Health Science.
- Grow WBL and increase work based learning (**WBL**) support.
- Build student organizations and supports to retain non-traditional and ELL students in postsecondary programs.
- Employ multiple campaigns to provide awareness of college programs available to secondary students of diverse populations.
- Utilize expertise of college CTE Advisory Committees to provide feedback and direction to programming.
- Consortium collaboration to provide digital marketing materials for students and parents at the secondary level.
- Create a pipeline for future CTE educators.
- Continue to create robust and inclusive WBL programs at the secondary level.
- Analyze programs for full/part time options toward completion at the postsecondary level.
- Continue education and training surrounding equity and culturally responsive pedagogy.
- Build real-world experiences and support with CareerForce and the Career Center representation on campuses.
- Maintain the most up-to-date and industry-rated equipment and materials to provide students modern experiences for learning.
- Use multiple campaigns to provide awareness of ATC/ARCC programs available to secondary students of diverse populations.
- Provide online resources and support to help ELL students persist and complete programs successfully.

Secondary funds will be used for career exploration and parent activities to assist students in making informed decisions about future education and career choices.

Section 135 – 1B i, ii, iii, iv \$16,100

Funds will be used by the consortium to support advisory committee work within CTE programs.

Section 135 – 2C \$60,000

Anoka Technical College funds will be used for the Connections Coordinator and a Machine Trades Technical Lab Assistant.

Upload your completed CLNA Framework

Oak Land FY21 Perkins-V-CLNA-Reporting-Framework

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 2: Programs of Study

### Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Oak Land Education Partnership has systematically developed 517 (47 at each high school) Programs of Study. The consortium has seven officially approved Programs of Study. They are:

- Accounting
- Therapeutics Services
- Human Resources Management
- Network Systems
- Production
- Engineering and Technology
- Facility and Mobile Equipment Maintenance

The consortium has created and approved the following POS at the consortium level:

- Administrative Support
- Animal Systems
- Audio/Video Technology and Film
- Banking Services
- Biotechnology Research and Development
- Business Finance
- Construction
- Correction Services
- Design/Pre-Construction
- Diagnostic Services
- Early Childhood Development and Services
- Emergency and Fire Management Services
- Food Products and Processing Systems
- General Management
- Health Informatics
- Information Support and Services
- Insurance
- Journalism and Broadcasting
- Law Enforcement Services
- Lodging
- Manufacturing Production Process Development
- Marketing Communications
- Marketing Research
- Merchandising
- Natural Resources Systems
- Operations Management
- Planning
- Professional Sales
- Professional Support Services
- Programming and Software Development
- Public Management and Administration
- Recreation, Amusements and Attractions
- Restaurants and Food/Beverage Services
- Sales and Service
- Securities and Investments
- Support Services
- Teaching/Training
- Travel and Tourism
- Web and Digital Communications

According to the Minnesota Employment and Economic Development, the highest in-demand occupations in Central Minnesota with an income over forty-one thousand dollars are:

1. Truck Drivers
2. Registered Nurses
3. Carpenters
4. Elementary Teachers
5. Welders, Cutters, Solderers, and Brazers
6. Licensed Practical and Licensed Vocational Nurses
7. Secondary Teachers
8. Secretaries
9. Heating, Air Conditioning and Refrigeration
10. Machinists



Source: DEED, Labor Market Information

The occupations in-demand data indicate the need to continue to maintain and support the completed pathways that have been developed in the Oak Land consortium. At this time, the consortium does not plan to develop any new Programs of Study. However, not all programming has equity, access, size, scope and quality in each district. Established POS can be replicated with consortium high schools and college partners based on local in-demand, high skill, high wage careers. As the occupations in demand shift, the consortium will meet to reorganize the six state-recognized programs or direct the program of study coordinator to create a new pathway to focus consortium resources.

A goal of the consortium is to expand and modify the Education and Training POS to meet the pipeline need for future educators (See Narrative 8). The Anoka Hennepin district has added an Education and Training Pathway and is looking to grow the path to involve more students. In FY21, an Education Support Careers course that prepares students for entry-level positions will be added in the education pathway. In FY22, the education courses that are offered with ARCC through concurrent enrollment will be moved to the STEP program to increase the number of sections and add more clinical opportunities for students to observe in classrooms. A coordinator for this initiative will be discussed to monitor competency from secondary to two year colleges to 4 year institutions. Other districts in the consortium will be expanding their established education pathways. In addition, discussions have taken place among college and secondary partners regarding the need to build pathways to teaching careers for currently employed adults including school district non-teaching staff.

There also will be increased support in the following career clusters: Manufacturing; Architecture & Construction; Education & Training; Health Science; and Information Technology. The consortium will systematically review POS to ensure students are learning and practicing employability skills in all CTE programs in the classroom and/or lab settings, in the community, and through student organizations. Oak Land will systematically review and improve our POS in regard to size, scope and quality over the next two years. In addition, Oak Land will explore refurbishing programs such as environmental science around renewable energy/sustainable energy. Programming at the secondary level will be reviewed and reevaluated to align with postsecondary programs as well as workforce needs/demands. Colleges and high schools will continue to examine current POS to modify (to include equipment purchases), adjust or add programs based upon DEED projections and local demand. Postsecondary will assess current programming to ensure that it reflects student capacity to complete programs by offering part-time and/or online offerings.

Staff and administration will be versed regarding possible in-demand career opportunities for CTE students including special populations identified in the CLNA. The Oak Land consortium will request DEED to present occupational outlook data to the secondary counselors and college career specialists in the consortium. Presentations will be developed for secondary students and their parents/guardians in the consortium about career opportunities in our local area. The presentations may be partnered with Programs of Study to assist students in the creation of their Personal Learning Plan. The consortium will continue to reinforce career exploration through career fairs and CTSOs. TSA data will be utilized for curriculum and program strengthening.

Oak Land will investigate pathway branding to include digital marketing in order to expose and promote pathways through: CTSOs, academies, internships and real-world opportunities. This would allow opportunities to review/revise curriculum to ensure that employability skills (based on national standards) are included in all programs. Examples include CTSOs embedded in curriculum at both the secondary and postsecondary levels and improvements on POS messaging to secondary students that courses in a pathway can cross over between career fields and clusters.

The Oak Land consortium has developed CTE Career Wheels for each district along with Career Pathway mapping. The Career Wheels will be broadened to increase visibility and marketing of CTE programs and pathways to students, parents, teachers and communities. Secondary registration guides are being revised (to include online platforms, if needed, in each district) to promote CTE. One district is working through a high school redesign to improve articulation of course offerings with POS. Based on the CLNA results, all high schools are designing courses associated with district CTE Career Wheels to assist both teachers across all curricula as well as students identify courses that meet the requirements for their potential occupations and meet the labor needs of the communities we serve.

A consultant will be hired to investigate student completion barriers, such as:

- Systemic barriers at the state and local levels
- Program implementation barriers
- Where students with an AA degree go after graduation
- Value of earning an AA degree if students do not complete a 4-year degree
- Bias that all students should achieve a 4-year degree in order to improve messaging regarding 2-year degrees
- AA degree holders that do not continue to a 4 year degree may be better served pursuing a 2-year degree in a specific program of study
- Assist students to declare a specific major in the first semester of study to better serve them
- Partnering with WIOA to assist with overcoming barriers

Funds will be used for equipment at the colleges (\$21,000 ARCC, \$100,253.05 ATC). Equipment and resource purchases are to support CTE programs and POS. Due to Covid 19, purchases may change because of potential online learning versus face-to-face.

Section 135 – 5A, C \$65,000  
Funds will be used for Articulated College Credit Meetings and facilitators, [www.CTEcreditMN.com](http://www.CTEcreditMN.com) website, TSA coordinator (secondary), and TSA assessment purchases.

Section 135 - 1B i. ii. iii. iv \$18,000  
Funds will be used at the postsecondary level to provide transportation for the Elk River Career Days and Anoka Hennepin Career Options at our partnering colleges in conjunction with MN CareerForce.

Section 135 – 2A, B \$6,000  
Postsecondary will be funding the creation and presentation of professional development for faculty at regularly scheduled articulation meetings.

Section 135 – 1C, E, F \$8,000  
Funds will be used for career videos and strong inventory for career guidance at the postsecondary level. In addition, digital marketing will be developed to reach parents/students at the secondary level.

Section 135 – 5G \$5,000  
Funds will be used to create additional partnerships with 4 year universities for the Education and Training Pathway that meets PELSB competencies.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

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

### WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Due to the consortium geography our districts and colleges are part of both the Central Minnesota and Blaine CareerForce. Postsecondary admissions representatives will be actively partnering with CareerForce representatives in regular meetings to share service updates, grant and student support opportunities. Admissions will be able to direct students who qualify for services through CareerForce prior to enrollment at postsecondary, thereby providing additional supports to increase student retention and completion. In addition, colleges subscribe to the Central Job Posting system. At the secondary middle school level, the consortium will be increasing the quantity and quality of career exploration activities such as: eMentoring and job shadowing opportunities as well as career exploration messaging. The consortium will continue to support MCIS, Career Tours, Job Fairs for SPED; and Career Outreach Fairs. New initiatives include, counselor career training and student professional development.

The Oak Land consortium is privileged to have two consortium members serving on WIOA WorkForce Development Youth Committees in the following capacities:

- Vice Chair on the WIOA WorkForce Development Youth Committee at Central MN Jobs and Training services
- Chair of the WIOA Workforce Development Youth Committee at CareerForce in Blaine in Anoka County
- Member of the Anoka County Workforce Development Committee

By having direct leadership on these two WorkFore Development Youth Committees our consortium is able to leverage these resources effectively.

The Anoka County CareerForce organizes the following events for youth:

- Work experience opportunities
- Paid job sites for youth with disabilities
- Job and Career Fair for Anoka County with specific opportunities for high school students
- Professional Development for staff (LMI)
- Training for students - hiring practices

Districts collaborate with local workforce development boards and agencies to provide resources and services to students through:

- Work Experience Programs
- Career Pathway Grant Applications and Referrals
- Career and College Career Fair for consortium 8th graders with workshops on job seeking skills, first impressions and social media
- Job fairs and hiring events
- Local LMI data and presentations to staff, parents and students
- Pre-ETS services in high schools
- Mock interviews, Reality Fairs, Job Shadowing and Employer Events (OTS)

Section 135 – 2B & 5K	\$13,000	Postsecondary CareerForce Center Partnerships
Section 135 – 2C, 5K & T	\$3,150	ATC College Central Job Posting System
Section 135 – 2C, 5K & T	\$5,055	MCIS and Secondary Counselor Training

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

and math indicators for CTE students. Through the TSA coordinator and use of Technical Skill Assessments (TSA) that support academic and technical skills, Oak Land continues to assess students and align curriculum to industry and national standards. TSA results are utilized to develop curriculum, identify student performance accountability gaps and program equipment needs. Secondary utilizes an equipment budget request system that requires POS, CLNA, and grant narrative evidence to support the request (see secondary budget sheet).

Oak Land partners with the College High School Partnership, a multi-consortium partnership, that provides opportunities for early college credit via ACC opportunities for students. Teachers and faculty participate annually in articulation/curriculum/assessment meetings. Postsecondary course outcomes are aligned with national standards, assessments and certifications; Oak Land leverages these course outcomes which include hands-on training classrooms at ACC meetings to support alignment of secondary CTE courses. Equipment discussions occur within the ACC meeting(s) to ensure secondary partners can meet the outcomes of the agreement. Secondary CTE courses also utilize resources available from the Minnesota Department of Education (**MDE**) for frameworks and program approvals to create common course outcomes that prepare students for college/career readiness.

Anoka-Hennepin will be purchasing equipment, textbooks, curriculum materials for the dental occupations program; education support careers; diesel automotive program; IT and computer science; construction careers; outdoor motor sports; and medical assistant. There will be no supplanting of funds as these programs are either new or are in their second year of growth.

Elk River Area schools will be purchasing a laser burner/engraver for the woods and graphics courses; 2 – Tormach xs Desktop CNC Routers; Autodesk Exams and supplies; ULS laser engraver; and continue with the Urban Boat Builders program.

Princeton High School will be purchasing auto-darkening welding helmets to meet industry standards as well as drones and component for a new program.

The leadership team will create a plan in FY21 for potential implementation in FY22 to provide new initiatives that address academic and skills gaps. This plan could include:

- Embed supports in postsecondary CTE courses to assist students who struggle with basic skills in reading, including English language skills, study skills, terminology, and reading interventions.
- Additional faculty training
- Job shadowing or externships for math, English and CTE faculty
- English, math and CTE teacher partnerships
- Co-Teaching models
- Contextualized classes
- Collaboration between secondary and postsecondary faculty and programs
- Support for CTSO at both the secondary and postsecondary levels

Section 135 – 2C & D; 5D \$55,950.00  
Secondary equipment, (\$33,000 AH, \$16,050.00 ERAS, \$4900 CIHS).

Section 135 – 2E, F \$78,663.150  
Secondary Textbooks, Program Supplies, Curriculum Writing

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 5: Special Populations

### Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Oak Land Education Partnership has identified several initiatives to assist in meeting the needs of CTE students with a direct emphasis on special populations. The consortium views this as a multi level process for students.

#### Middle School

- Increase career exploration for special populations with an emphasis on CTE careers.

#### Middle and High School

- Collaborate with postsecondary to provide youth and parent camps.

#### High School

- Provide CTE program visits to local colleges.
- Provide student graduates of secondary CTE Programs additional transition support to postsecondary programs while collaborating with CareerForce for additional resources.
- Career development, exploration and experiential learning for SPED, ALC, Indian Ed, ELL, homeless youth and non-trad students through partnerships with local industries for career tours.
- Investigate how to assist ELL students formulate a career and education path (e.g. assisting ELL students interested in Nursing or Education to achieve their goals).

#### Postsecondary

- Leadership will coordinate with Academic Deans, faculty, and Student Life to create extra-curricular supports/clubs for special populations and non-traditional students in CTE fields of study.
- Research best practices to create transition and support for homeless and other special populations.
- Collaborate with disability services, counseling and additional external community organizations to provide support for transition, retention and completion of special populations at the postsecondary level.
- Provide instructional aids, online resources and portable awareness equipment for special populations.
- A consultant will be hired to investigate student retention barriers at postsecondary and provide strategies to overcome barriers.
- Provide personnel for visits to middle and high schools.
- Collaborate with middle and high schools to provide student/parent camps (e.g. Student/parent could choose Transportation, Distribution and Logistics career cluster to learn about the pathways and do a hands-on project together in that cluster)
- Support career center advising.

Section 135 - 5M, N & T; 6 \$15,000

A consultant funded by the postsecondary will be utilized to evaluate system barriers to student completion

Section 135 - 2E \$6,000

Secondary parent/student communication regarding employment and CTE programs. (Element 3)

Section 135 – 5O                                \$4,000  
Postsecondary student organizations through the career center and BPA.

Section 135 – 2D                                \$15,000 ARCC Career Center Advisor

Section 135 - 5H                                \$7,000  
Postsecondary online resources and support for ELL students

Section 135 - 5D; 1E & F                    \$21,100  
Portable Awareness Equipment through ATC to reach secondary CTE students (traveling lab for student CTE exploration)

Section 135 – 1A, E & F                    \$1,000  
ATC Student/Parent Initiatives in conjunction with CareerForce and secondary

Section 135 – 1A, E & F                    \$20, 537  
Secondary special populations marketing, tours & support

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Work Based Learning (WBL) has been embedded in many of the secondary CTE programs through blended learning classes, mentorships, CTSOs, school stores, job shadowing, etc. that connect students to local employers and community agencies which the consortium will continue to support. However, those student experiences are not included in the WBL Perkins Performance Indicator due to licensure requirements for WBL.

WBL is provided in all school districts for special education students. The goal is to expand WBL in partnering districts for CTE students. Strategies to guide this effort could include: support for secondary teachers to attain WBL license/endorsements; inform K-12 principals regarding licensure requirements for WBL and CTE; allow students without an IEP, opportunities in WBL, such as students interested in or currently in a CTE program (Education, Early Childhood Education, Trades, Hospitality, Health Care, Business and Marketing); and guidance from districts with CTE WBL programs for districts that are initiating WBL programs in CTE. Schools with employer partnerships will be supported (e.g. potentially use Rotaries and Chambers to recruit employers to participate in work based learning, offer training to employers to provide a solid work-based experience for students).

[Elk River Area Schools will be funding a partial WBL position to grow and expand WBL. This position will not be an on-going Perkins position but will transfer to the general operating budget after three years.](#)

WBL is embedded as a capstone opportunity in all career paths and the consortium will continue to grow these opportunities for students. A new initiative will be implemented that supports Honors credits for internship courses. Currently, opportunities are available in the following pathways:

- Business & Marketing
- Trade and Industry
- Service Occupations
- Education
- Health Related Occupations
- Diversified Occupations

Postsecondary will incorporate course supports for students to enhance professional skills for the workforce; such as workplace etiquette, workplace communication, teamwork, self-management skills at work, and customer service. The postsecondary Career Services Coordinator will work with each CTE department to coordinate on-the-job experiences and internships for students.

Section 135 - 2C & D; 5D	\$2000	Secondary WBL equipment for ERAS
Section 135 – 2D & E	\$30,000	Secondary 0.3 WBL position ERAS
Section 135 – 3; 5M	\$32,000	Secondary Mentorships, Transportation, Task Force

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*



## Narrative 7: Early College

### Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Oak Land partners with the College High School Partnership, a multi-consortium partnership, that provides opportunities for early college credit via Articulated College Credit (**ACC**) opportunities for students. Teachers and faculty participate annually in articulation/curriculum/assessment meetings.

ACC opportunities will continue to be examined and expanded throughout our consortium at the secondary and postsecondary level. Oak Land will continue to support ACC through the [www.CTEcreditMN.com](http://www.CTEcreditMN.com) website and face-to-face meetings by providing the necessary consultants to direct this work. Planning after July 1, 2020 will take place with the consultants for ACC to determine new initiatives that can be supported through the annual ACC meeting for each CTE area. Examples would be:

- Mentorships or PLCs between districts for those faculty that operate as a stand alone program in their district.
- Focus on industry-recognized certifications as well as college program offerings and requirements.
- Continued specialized follow up meetings are held as appropriate based on outcome of the articulation/curriculum/assessment meetings.
- Concurrent Enrollment meeting to focus on Education & Training career cluster (see also narratives 2 and 8). [Textbooks will be purchased for the new concurrent enrollment course that focuses on Education Support Careers in the Anoka Hennepin District.](#)

Consortium members also facilitate transfer of college-level credits and credentials to the postsecondary level (both within and outside the consortium). The primary vehicle for this is the electronic ACC system on [www.ctecreditmn.com](http://www.ctecreditmn.com), which is a partnership of multiple consortia, and provides documentation of expanded opportunities for students. Students have increased options for postsecondary acceptance of ACC, and colleges have more partnerships with area high schools.

Postsecondary course outcomes are aligned with national standards, assessments and certifications; Oak Land leverages these course outcomes which include hands-on training classrooms at ACC meetings to support alignment of secondary CTE courses. Equipment discussions occur within the ACC meeting(s) to ensure secondary partners can meet the outcomes of the agreement. Secondary CTE courses also utilize resources available from MDE for frameworks and program approvals to create common course outcomes that prepare students for college and career readiness. Dual enrollment opportunities (Concurrent Enrollment (CE), PLTW, IB, AP, Early College, CIS, etc) are used and supported throughout the consortium to integrate rigorous content aligned with challenging academic standards.

Additionally, the Oak Land leadership team will meet to determine strategies to improve and expand pathways for secondary students that lead to an in-demand postsecondary certificate or degree. An example strategy could be instruction provided by credentialed college faculty at the secondary level.

Section 135 – 1B i, ii, iii, iv; 2E      \$7,500

Digital Marketing ATC

Section 135 - 5A & C

\$12,500

Subs, ACC Meetings and Mileage

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Oak Land consortium realizes our shortage of diverse licensed teachers, support personnel, and paraprofessionals. A goal of the consortium is to expand and modify the Education and Training POS to meet the pipeline need for future educators. Strategies to help change the shortage of diverse staff could include training for secondary schools and college HR staff with Diversity and Equal Opportunity Office with DEED to implement different hiring practices and replication of the best hiring practices from our consortium colleges. The colleges are providing increased support to all college staff/faculty that are involved in hiring. HR hiring practices have been updated to reflect best practices to ensure equitable hiring. In addition, the Office of Diversity and Multiculturalism is involved in all hiring.

Over the next two years, this consortium will be participating in deeper professional development to identify our adaptive challenges. It is difficult to implement effective solutions that address the real problems without identifying our challenges. One goal is to become uncomfortable, challenge values, and take risks to develop opportunities to support our learners. Therefore, one specific area of PD will be culturally responsive teaching. The consortium will partner with “Black Men Teach”, and the “Grow Your Own” programs.

The Anoka Hennepin district added an Education and Training Pathway (See Narratives #2, #7 and Element #4) and is looking to grow the path to involve more students. In FY21, a support careers course that prepares students for entry-level positions will be added in the education pathway. In FY22, the education courses that are offered through concurrent enrollment with ARCC increase the number of sections and add more clinical opportunities for students to observe in classrooms. Other districts in the consortium will be expanding their established education pathways.

Professional Development opportunities are provided through many avenues such as CTE Works, ACTE, MnACTE, MACTA and CTSO leadership training. Oak Land will approve professional development as it applies to the CLNA POS requirements for both academic and technical accountability improvements. Funding is available in conjunction with local PD for CTE personnel to participate in PLC meetings, advisory committees and partnerships which support opportunities to advance their knowledge, skills and understanding of all aspects of an industry, including latest workplace equipment, technologies, standards, credentials and essential skills/professionalism training.

Section 135 – 2A, D, E; 3	\$41,300	Conferences materials and supplies secondary
Section 135 – 2A, D & E	\$10,500	
Professional Development (MACTA, CTE Works) \$1500/district \$7500 and \$1500/college = \$10,500		
Section 135 – 2A, D, E, F, G & H	\$11,000	Leadership team PD
Section 135 – 2E	\$6,000	
ARCC Business Program Essential Skills/Professional Training		

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

In FY21, Oak Land will continue funding initiatives and current best practices to reduce student performance gaps by examining size, scope and quality of our consortium POS. The consortium leadership team will be engaging in professional development to determine the root cause of performance. Performance measures will be reviewed annually as a consortium and as individual school districts and colleges to identify best practices and areas of improvement. The consortium will utilize the college researcher to assist with this process.

A consultant will be hired to identify specific performance gaps and systems barriers based on the CLNA data to determine the best course of action. Secondary high schools will employ goals to address student literacy across all CTE programs, student focused reflection, and improvement in utilizing MTSS (Multi Tier Systems of Support) for students.

Principals in our partnering districts have implemented a goal to increase CTE student enrollment to assist in reaching those students with performance gaps. Oak Land will continue funding initiatives with current best practices to reduce the student performance gaps such as TSA exams; curriculum materials for reading and math; and workshops for improvement of WBL.

Section 135 – 2E \$12,000  
Postsecondary researcher to support retreat, CLNA, to provide and interpret data

Section 135 - 1A, E & F \$5000 Youth/Parent weekend & evening camps for secondary

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

- Minimum of 1 school district and 1 postsecondary Minnesota State College
- Minimum of 6 programs of study
  - o Of these 6 programs of study, a minimum of 4 career fields must be represented
  - o All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Oak Land Education Partnership includes Anoka Technical College, Anoka Ramsey Community College and the following school districts: Anoka Hennepin, Cambridge-Isanti, Elk River, Princeton, and St. Francis. Our structure also has representation from the Articulation Specialist, POS Coordinator, CareerForce development, and Grant Facilitator. In addition, a consultant will be hired to investigate student retention barriers at postsecondary and provide strategies to overcome the identified barriers. The consultant will also provide strategies to assist secondary students transition to postsecondary especially students identified in special populations. Monthly meetings are used for idea collaboration and to inform partners.

The consortium operates using a structure including a Leadership Team made up of representatives from all secondary districts, colleges and CareerForce; along with an Executive Committee. The Leadership Team meets regularly, sets consortium direction, receives reports from consortium staff, and team members then facilitate implementation of activities at the local districts and colleges. The Team also develops the annual plan, budget, and Annual Performance Report. The Executive Committee monitors finance and sets overall direction.

Secondary and postsecondary leadership meet to discuss the budget for collaborative projects, consortium expenses, and individual partnering projects. Postsecondary representatives meet separately to discuss budget considerations that pertain to the colleges. Secondary utilizes a spreadsheet that includes rationale for budget requests that supports the FY21 and FY22 strategies within each narrative and the CLNA framework. These procedures effectively provide an avenue to adapt, improve or expand current programming and utilize funds.

The planning, data review and CLNA retreat utilized by the consortium will continue. The CLNA model provided students and parents greater input to current and future programming. The consortium will expand on this student focused model. Each narrative response was answered by the collection of CLNA data, which includes stakeholder and our consortium leadership team input which focuses on students first.

The consortium will be systematically analyzing each program for size, scope and quality based on our CLNA for CTE within our region that includes ACC, CE programming, online courses, professional development, joint advisory partnerships and sharing CTE resources. Labor market trends are reviewed throughout the grant cycle. Oak Land utilizes face-to-face, Zoom, Google Hang-Outs, as well as the Policy and Procedure Guide as tools for collaboration, planning, management and communications. Our vision is communicated through various means such as the annual retreat to reach out to our stakeholders for input.

Section 135 – 5 (d)	\$18,122.73	Secondary admin (5%)
Section 135 – 5 (d)	\$22,236.95	Postsecondary admin (5%)
Section 135 – 2D	\$43,897.02	
	Administrative assistant (Perkins & CTE) paid for by postsecondary	
Section 135 – 2D	\$17,000	Consortium Facilitator
Section 135 – 2 D 7 E	\$850	Retreat - CLNA

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

## Narrative 11: Reserve Funds

### Reserve Funds Narrative

**Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--**

**(1) in—**

- (A) rural areas;**
- (B) areas with high percentages of CTE concentrators or CTE participants;**
- (C) areas with high numbers of CTE concentrators or CTE participants; and**
- (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and**

**(2) in order to—**

**(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or**

**(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.**

Describe your consortium’s proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

Through the TSA coordinator and use of Technical Skill Assessments (TSA) that support academic and technical skills, Oak Land continues to assess students and align curriculum to industry and national standards. TSA results are utilized to develop curriculum, identify student performance accountability gaps and program equipment needs. [All 5 school districts provide TSA \(which has taken years to make this happen\). Advisory Committees have indicated they want to continue TSA in our programs to guide our curriculum development. The lessons learned from TSA have been invaluable. The TSA has provided a vehicle to approach program size, scope, and quality to meet the needs of all students; implement POS; and equal access to CTE programs. \(See Narrative 4; Elements 2, 3 and 5\)](#) Secondary utilizes an equipment budget request system that requires POS, CLNA, and grant narrative evidence to support the request (see secondary budget sheet).

In addition, funds will be utilized for online resources to support ELL, cultural responsiveness training, portable awareness equipment (e.g. welding simulator), and digital marketing. [Portable awareness equipment will provide a mobile lab to reach out to districts to provide hands-on CTE program awareness.](#)

Section 135 - a	\$1704.46	Admin secondary
Section 135 – a	\$3180.22	Admin postsecondary
Section 135 - 5D; 1E & F	\$9,900	Portable awareness equipment ATC
Section 135 - 5H	\$7,902.97	Instructional Aids online resources ATC for ELL
Section 135 – 1B i, ii, iii, iv; 2E	\$7,500	Digital Marketing
Section 135 – 2H	\$15,000	Cultural responsiveness training for leadership
Section 135 – 2H	\$20,121.27	Cultural responsiveness training for 21 employees at ARCC
Section 135 – 2E	\$38,900	TSA secondary
Section 135 - 5A, C	\$23,000	
Secondary Personnel salary and benefits		TSA Coordinator

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	\$13,000.00
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b>	\$10,000.00
<b>Postsecondary Subtotal</b>	\$23,000.00
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	\$15,000.00
<b>Secondary Subtotal</b>	\$15,000.00
<b>TOTAL</b>	\$38,000.00

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Perkins-Funded Positions

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

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

### Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Greg Olson	CLA1 MACH	Postsecondary		50	\$30,000
Rebecca Walker	MAPE AP 1 Connections Coordinator	Postsecondary		50	\$30,000
Jennifer Pearson Hennen	Director of Institutional Research	Postsecondary		20	\$12,000
TBD	WBL Coordinator	Secondary		33	\$30,000
Sergio Aguilar	Job Readiness Center Coordinator	Postsecondary		50	\$10,000
Susan Schumacher	Assistant for Career Programs Student and Community Outreach	Post Secondary		100	\$13,000
Michelle Mitchell	TSA Coordinator	Secondary		100	\$23,000

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

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Position Description

ATC MACH CLA1

Position Description

Connections Coordinator PD

Position Description

MnSCU AS1 (Pearson-Hennen)2019

Position Description

ERAS Work Based Learning Coordinator

Position Description

AP2Job Readiness Center Coord 11-8-19 changes made 11-14-19

Position Description

PD OAS Intermediate revised 2019 (2)

Position Description

Oak Land Perkins Consortium TSA Coordinator FY21

Position Description

Position Description

Position Description

Position Description

Position Description



## State-recognized Program of Study 1

### POS 1

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration

Career Pathways: Select the career pathway from the drop down menu.

Accounting

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Anoka High School - 140710

Andover High School - 140710

Blaine High School - 140710

Champlin Park High School - 140710

Coon Rapids High School - 140710

STEP - 140710

Elk River High School - 140710

Rogers High School - 140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

ARCC Accounting AS

ARCC Accounting Practitioner AAS

ARCC Business Office: Technology AAS

ARCC Small Business Accounting Certificate

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

Recognized Secondary Credential(s):

TSA	NOCTI Accounting Basic	Precision Exams Accounting I	Precision Exams Accounting II
Work-based Learning	CTSO	Internship	
Licensure			
Certification			
Industry-Recognized Credential			

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note:** Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AS Degree	AAS Degree	Certificate
Work-based Learning	BPA		
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

NOCTI Financial and Managerial Accounting

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Aligned to Frameworks

Aligned to the TSA

Aligned to Articulated College Credit

Aligned to course outcomes

Professionalism competencies are included per advisory committee recommendation

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Oak Land Education Partnership has completed the CLNA, which demonstrates that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 2

### POS 2

Career Field: Select the career field from the drop down menu.

Health Science Technology

Career Pathways: Select the career pathway from the drop down menu.

Therapeutic Services

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Anoka High School - 070300

Andover High School - 070300

Blaine High School - 070300

Champlin Park High School - 070300

Coon Rapids High School - 070300

STEP - 070300

Elk River High School - 070300

St. Francis High School - 070300

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Anoka TC Practical Nursing - Diploma

Anoka TC Health Technology - Certificate

Anoka TC Occupational Therapy Assistant - AAS

Anoka TC Paramedic - AAS

Anoka TC Emergency Medical Services - Certificate

Anoka TC Nursing Assistant/Home Health Aide - Certificate

Anoka Ramsey CC Registered Nursing (MANE) - AS

Anoka Ramsey CC Physical Therapy Assistant - AS

Anoka Ramsey CC Therapeutic Massage - Diploma

Anoka Ramsey CC Clinical Research Professional - Certificate

Anoka Ramsey CC Alcohol and Drug Counseling - AS

Anoka Ramsey CC Alcohol and Drug Counseling - Certificate

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)

- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

<b>TSA</b>	NOCTI Nursing Assistant		
<b>Work-based Learning</b>	CTSO	Internship	
<b>Licensure</b>			
<b>Certification</b>	Nursing Assistant - Registered Certification Exam (Written & Practical)		
<b>Industry-Recognized Credential</b>			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note: Not all fields are required. At minimum, the academic award field should have an award identified.**

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Certificate	Diploma	Degrees - AS & AAS
<b>Work-based Learning</b>			
<b>Licensure</b>	NCLEX-PN State Licensing Exam	National Board for Certification in Occupational Therapy Occupational Therapy Assistants Credentialing Exam	National Registry of Emergency Medical Technicians Emergency Medical Services Regulatory Board, Minnesota - EMT Basic Exam
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

NOCTI Nursing Assistant

Minnesota Department of Health - Minnesota Nursing Assistant/Home Health Aide Registry Examination for Registered Nurses (NCLEX-RN) National License Exam  
Physical Therapist Assistant Licensing Exam  
Federation of State Massage Therapy Board (FSMTB) - Massage and Bodywork Licensing Exam

### State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Aligned to Frameworks  
Aligned to the TSA  
Aligned to Articulated College Credit  
Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings  
Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Oak Land Education Partnership has completed the CLNA, which demonstrates that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*



## State-recognized Program of Study 3

### POS 3

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Network Systems ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Anoka High School - 140710

Andover High School - 140710

Blaine High School - 140710

Champlin Park High School - 140710

Coon Rapids High School - 140710

STEP - 140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Anoka TC Network Management & Security - AAS

Anoka Ramsey CC Computer Science - AS

Anoka Ramsey CC Computer Networking - AS

Anoka Ramsey CC Cybersecurity - AS

Anoka Ramsey CC Network Administration - AAS

Anoka Ramsey CC System Administration - AAS

Anoka Ramsey CC Computer Help Desk Specialist - Certificate

Anoka Ramsey CC Computer Network Security - Certificate

Anoka Ramsey CC Computer Programming - Certificate

Anoka Ramsey CC Network Support & Administration - Certificate

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10,

- Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

<b>TSA</b>	Precision Exams - IT - Intro		
<b>Work-based Learning</b>	CTSO	Internship	
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note:** Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Certificate	AS Degree	AAS Degree
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>	CISCO Certified Entry Networking Technician	Certiport Microsoft Networking Fundamentals	Certiport Microsoft Windows Server Administrator Fundamentals
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

Integrated Capstone Project - required course for ATC Network, Management & Security degree

STEM for ALL club - college

### State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are

expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Advisory Committee Meetings
- Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Colleges are accredited through the Higher Learning Commission
- Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes  
Accreditation from the Higher Learning Commission  
Visual Inspections  
Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry. POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations  
Students graduating from postsecondary have a high placement rate in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Oak Land Education Partnership has completed the CLNA, which demonstrates that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 4

### POS 4

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Production

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

STEP - 172306  
 Cambridge Isanti High School - 172306  
  
 Elk River High School - 172306  
 Rogers High School - 172306

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Anoka TC Welding - AAS  
 Anoka TC Welding Technology - Diploma  
  
 Anoka TC Welding Fabricator - Certificate  
  
 Anoka TC Pipe Welding - Certificate

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	NOCTI Welding	Skills USA Welding	
Work-based Learning	CTSO	Internship	
Licensure			

<b>Certification</b>	OSHA 10	SENSE/AWS Certification	
<b>Industry-Recognized Credential</b>			

**Recognized Postsecondary Credentials**

**Enter the Recognized Postsecondary Credentials here:**

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note: Not all fields are required. At minimum, the academic award field should have an award identified.**

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AAS Degree	Diploma	Certificate
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>	American Welding Society (AWS) Certified Welder		
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes

No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

Yes  
 No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

Yes  
 No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

Yes  
 No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

Yes  
 No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Oak Land Education Partnership has completed the CLNA, which demonstrates that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*



## State-recognized Program of Study 5

### POS 5

Career Field: Select the career field from the drop down menu.

Agriculture, Food, & Natural Resources ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Princeton High School - 019901

Champlin Park High School - 019901

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin TC Landcape/Horticulture - AAS

Hennepin TC Landscape/Horticulture - Diploma

Hennepin TC Greenhouse Management Technician - AAS

Hennepin TC Greenhouse Technician - Diploma

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

<b>TSA</b>	Precision Exams Floriculture		
<b>Work-based Learning</b>	CTSO	Internship	
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

### Recognized Postsecondary Credentials

**Enter the Recognized Postsecondary Credentials here:**

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note: Not all fields are required. At minimum, the academic award field should have an award identified.**

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Diploma	AAS Degree	
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Advisory Committee Meetings
- Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS

advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Oak Land Education Partnership has completed the CLNA, which demonstrates that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 6

### POS 6

Career Field: Select the career field from the drop down menu.

Career Cluster: Select the career cluster from the drop down menu.

Career Pathways: Select the career pathway from the drop down menu.

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Blaine High School - 090201

Champlin Park High School - 090201

Coon Rapids High School - 090201

Rogers High School - 090201

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Hennepin TC Child Development - Diploma

Hennepin TC Child Development - AS

Hennepin TC Child Development - AAS

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	NOCTI Early Childhood Care Basics	Precision Exams - Child Development
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<b>Work-based Learning</b>	CTSO	Internship	
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note:** Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Diploma	AS Degree	AAS Degree
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Oak Land Education Partnership has completed the CLNA, which demonstrates that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*



## State-recognized Program of Study 7

### POS 7

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Engineering and Technology

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Andover HS 170400

Anoka HS 170400

Blaine HS 170400

Champlin Park HS 170400

Coon Rapids HS 170400

STEP HS 170400

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Anoka Ramsey Community College

Engineering AS

Applied Engineering Bio Medical Device Technology AS

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	PLTW		
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<b>Work-based Learning</b>	Internship	Skills USA	
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note:** Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	AS		
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Aligned to Frameworks
- Aligned to the TSA
- Aligned to Articulated College Credit
- Aligned to course outcomes

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meetings

Curriculum Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Program Approvals are on file with MDE and are updated as required.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Colleges are accredited through the Higher Learning Commission

Programs and courses lead to the award of a degree, diploma or certificate

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee Meeting and Minutes

Accreditation from the Higher Learning Commission

Visual Inspections

Equipment Lists (Perkins, colleges, districts)

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Work-based learning projects and simulations

Students graduating from postsecondary have a high placement rate in industry

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Oak Land Education Partnership has completed the CLNA, which demonstrates that we are aligned appropriately. However, we will not know how effective the process has been until we have reviewed the data from FY21.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Additional Documentation

**Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.**

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

2020 Oak Land Statement-of-Assurances

Secondary Supplemental Budget:

Oak Land Secondary-Supplemental-Budget-Amplifund-Worksheet

Consortium Consolidated Equipment Inventory

Consolidated Oak Land PerkinsSecondaryEquipment

Additional Material

2 Oak Land FY21 Perkins-V-CLNA-Reporting-Framework-1

Additional Material

Oak land Application Checklist FY21-22

Additional Material:

Oak Land CLNA Signatures 2020

Additional Material:

Copy of Oakland POS

Additional Material:

Oakland

Additional Material:

Additional Material

Additional Material:

Additional Material:

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

# Budget

## Proposed Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
Postsecondary Personnel (Salary and Benefits)	\$60,000.00	\$60,000.00
Secondary Non-Personnel	\$17,100.00	\$17,100.00
<b>Subtotal</b>	<b>\$81,100.00</b>	<b>\$81,100.00</b>
B) Narrative 2: Programs of Study		
Postsecondary Equipment	\$21,000.00	\$21,000.00
Postsecondary Equipment	\$109,018.05	\$109,018.05
Postsecondary Non-Personnel	\$24,000.00	\$24,000.00
Postsecondary Non-Personnel	\$2,000.00	\$2,000.00
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Postsecondary Non-Personnel	\$3,500.00	\$3,500.00
Postsecondary Non-Personnel	\$7,000.00	\$7,000.00
Secondary Equipment	\$10,910.00	\$10,910.00
Secondary Non-Personnel	\$31,725.00	\$31,725.00
Secondary Non-Personnel	\$1,100.00	\$1,100.00
<b>Subtotal</b>	<b>\$223,253.05</b>	<b>\$223,253.05</b>
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Postsecondary Non-Personnel	\$3,150.00	\$3,150.00
Postsecondary Non-Personnel	\$13,000.00	\$13,000.00
Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Secondary Non-Personnel	\$5,055.00	\$5,055.00
<b>Subtotal</b>	<b>\$22,205.00</b>	<b>\$22,205.00</b>
D) Narrative 4: Integrated Academic and Technical Skills		
Secondary Equipment	\$55,950.00	\$55,950.00
Secondary Non-Personnel	\$78,663.15	\$78,663.15
<b>Subtotal</b>	<b>\$134,613.15</b>	<b>\$134,613.15</b>
E) Narrative 5: Special Populations		

	Grant Funded	Total Budgeted
Postsecondary Equipment	\$20,127.00	\$20,127.00
Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
Postsecondary Non-Personnel	\$15,000.00	\$15,000.00
Postsecondary Non-Personnel	\$7,000.00	\$7,000.00
Postsecondary Non-Personnel	\$1,000.00	\$1,000.00
Postsecondary Non-Personnel	\$6,000.00	\$6,000.00
Postsecondary Personnel (Salary and Benefits)	\$14,000.00	\$14,000.00
Secondary Non-Personnel	\$22,510.00	\$22,510.00
<b>Subtotal</b>	<b>\$89,637.00</b>	<b>\$89,637.00</b>
F) Narrative 6: Work-based Learning		
Secondary Non-Personnel	\$34,000.00	\$34,000.00
Secondary Personnel (Salary and Benefits)	\$30,000.00	\$30,000.00
<b>Subtotal</b>	<b>\$64,000.00</b>	<b>\$64,000.00</b>
G) Narrative 7: Early College		
Postsecondary Non-Personnel	\$7,500.00	\$7,500.00
Secondary Non-Personnel	\$12,500.00	\$12,500.00
<b>Subtotal</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>
H) Narrative 8: Support to Professionals		
Postsecondary Non-Personnel	\$6,000.00	\$6,000.00
Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Secondary Non-Personnel	\$59,800.00	\$59,800.00
<b>Subtotal</b>	<b>\$68,800.00</b>	<b>\$68,800.00</b>
I) Narrative 9: Performance Gaps		
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Postsecondary Personnel (Salary and Benefit)	\$12,000.00	\$12,000.00
<b>Subtotal</b>	<b>\$17,000.00</b>	<b>\$17,000.00</b>
J) Narrative 10: Consortium Governance		
Postsecondary Non-Personnel	\$850.00	\$850.00
Postsecondary Admin (5% max)	\$22,236.95	\$22,236.95
Postsecondary Non-Personnel	\$17,000.00	\$17,000.00
Postsecondary Personnel (Salary and Benefits)	\$43,897.02	\$43,897.02
Secondary Admin (5% max) UFARS 89	\$18,122.73	\$18,122.73
<b>Subtotal</b>	<b>\$102,106.70</b>	<b>\$102,106.70</b>

	Grant Funded	Total Budgeted
K) Narrative 11: Reserve Funds		
Postsecondary Admin (5% max)	\$3,180.22	\$3,180.22
Postsecondary Equipment	\$9,900.00	\$9,900.00
Postsecondary Non-Personnel	\$20,121.27	\$20,121.27
Postsecondary Non-Personnel	\$7,902.97	\$7,902.97
Postsecondary Non-Personnel	\$7,500.00	\$7,500.00
Postsecondary Non-Personnel	\$15,000.00	\$15,000.00
Secondary Admin (5% max) UFARS 895	\$1,704.46	\$1,704.46
Secondary Non-Personnel	\$38,900.00	\$38,900.00
Secondary Personnel (Salary and Benefits)	\$23,000.00	\$23,000.00
<b>Subtotal</b>	<b>\$127,208.92</b>	<b>\$127,208.92</b>
Total Proposed Cost	\$949,923.82	\$949,923.82

## Proposed Budget Narrative

### A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### Postsecondary Non-Personnel

Advisory Committees Travel Costs Perkins related meetings

#### Postsecondary Personnel (Salary and Benefits)

ATC MACH CLA1 ATC Connections Coordinator

#### Secondary Non-Personnel

Advisory Committees Career Exploration/Parent Activities

### B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### Postsecondary Non-Personnel

Elk River Career Days/Bussing AH Career Options - 5 high schools Presenter for POS ACC Sessions - add to ACC contract



**Postsecondary Equipment**

POS Equipment

**Postsecondary Non-Personnel**

TSA

**Postsecondary Non-Personnel**

Digital Marketing for parents/students at secondary level

**Postsecondary Non-Personnel**

Career Videos Strong inventory for career guidance

**Postsecondary Non-Personnel**

Education Transfer Pathway partnerships with universities/PELSB competencies

**Postsecondary Non-Personnel**

ATC Program Assessments

**Postsecondary Non-Personnel**

Middle and High School Visits Secondary Partnerships

**Postsecondary Equipment**

ATC Program Equipment

**Secondary Non-Personnel**

Tours, Transportation, Demonstrations, Career Exploration, Materials, Supplies

**Secondary Non-Personnel**

Articulation Website (hosting, admin, etc.)

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

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

**Postsecondary Non-Personnel**

Central Job Posting System

**Postsecondary Non-Personnel**

WorkForce/CareerForce partnerships

**Postsecondary Non-Personnel**

ARCC career outreach/fair

**Secondary Non-Personnel**

MCIS, Partnering, Counselor Training

**D) Narrative 4: Integrated Academic and Technical Skills**

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

**Secondary Equipment**

\$33,000 AH, \$16050.00 ERAS, \$4900 CIHS

**Secondary Non-Personnel**

Textbooks, supplies, program improvement, curriculum writing

**E) Narrative 5: Special Populations**

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

**Postsecondary Non-Personnel**

Consultant for system barriers

**Postsecondary Non-Personnel**

ARCC CTSO through career center and BPA

**Postsecondary Personnel (Salary and Benefits)**

Career Center Advisory ARCC

**Postsecondary Non-Personnel**

Online Resources and support for ELL ARCC

**Postsecondary Equipment**

Portable Awareness Equipment

**Postsecondary Non-Personnel**

Student and parent initiatives with secondary - ATC

**Postsecondary Non-Personnel**

Secondary Parent Student Communication on Employment

## Secondary Non-Personnel

Marketing, Tours and support

## F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Personnel (Salary and Benefits)

0.3 WBL Position ERAS

### Secondary Non-Personnel

Mentorships, Transportation, Task Force

## G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Postsecondary Non-Personnel

Digital Marketing

### Secondary Non-Personnel

ACC meetings, subs, mileage

## H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Postsecondary Non-Personnel

Business Program Essential Skills/Professional Training

### Postsecondary Non-Personnel

PD for MACTA, CTE conferences (\$1500 per college)

### Secondary Non-Personnel

PD - MACTA CTE Works conferences, etc \$1500 per district Leadership Team PD Conferences, Meals, supplies

## I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Postsecondary Personnel (Salary and Benefit)

Consortium Researcher (partial salary)

### Postsecondary Non-Personnel

Youth/Parent Camps - ATC

## J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Postsecondary Non-Personnel

Grant Facilitator

### Postsecondary Non-Personnel

Oak Land Retreat

### Postsecondary Admin (5% max)

ARCC fiscal agent

### Postsecondary Personnel (Salary and Benefits)

Personnel

## K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Postsecondary Admin (5% max)

ARCC Fiscal Agent

### Postsecondary Non-Personnel

Cultural Responsiveness Training for up to 21 employees, Element 4

### Postsecondary Equipment

Portable Awareness Equipment ATC

**Postsecondary Non-Personnel**

ATC Instructional Aids Online Resources ELL

**Postsecondary Non-Personnel**

Digital Marketing ATC

**Postsecondary Non-Personnel**

Cultural Responsiveness Training

**Secondary Personnel (Salary and Benefits)**

TSA Coordinator

**Secondary Non-Personnel**

TSA Assessment Purchases